Kern Community College District

Workplace Culture Survey

Spring 2024

Report on Survey Results

“Culture is not an initiative. It is the enabler of all initiatives.”—Larry Senn

Kern Community College District
Workplace Culture Survey
Spring 2024
Report on Survey Results

Introduction

In spring 2024, newly appointed Kern Community College District Chancellor Steven Bloomberg requested a districtwide qualitative survey of the workplace culture within the district. The survey was conducted by the Office of Institutional Research and Reporting, sent out to all employees via email on Tuesday April 9th, with a reminder sent on Monday, April 15th, and a final reminder sent on Tuesday, April 23rd. The survey was closed later that week, having received a total of 453 responses.

In addition to three open-ended questions on workplace culture, the survey included only two additional questions on workplace location and employee type. The survey was conducted anonymously, with the Institutional Research office not keeping track of who responded in any way. The table below shows the distribution of most responses.

5. Please tell us your main employee type. * 4. Please tell us your main work location. Crosstabulation

Count

		4. Please tell us your main work location.				
		Bakersfield College	Cerro Coso Community College	Porterville College	District Office	Total
5. Please tell us your main employee type.	Classified	79	31	16	30	156
	Adjunct part-time Faculty	15	11	3	0	29
	Full-time Faculty	87	18	29	0	134
	Confidential/Management	38	8	13	14	73
	Student Worker	17	5	1	0	23
	Temporary Employee	7	0	1	0	8
Total		243	73	63	44	423

In addition to the 423 employees represented in the table above, another 30 respondents left blank the question on their work location or the one on their employee type, or both. These 30 respondents are included in the overall results. In the raw results, included as an appendix to this document, beginning on page 24, those missing their work location are listed at the beginning under each question and those who provided a work location, but not an employee type, are listed under their work location, with it noted that they provided no employee type.

The Questions

The three open-ended survey questions were as follows:

Current Culture:

1. Please share examples of specific behaviors, practices, or norms within the Kern Community College District that either support or hinder collaboration, innovation, and employee well-being?
2. In what ways do you think the level of trust (between employees, groups, colleges, colleges and the district office, etc.) could be improved or transparency strengthened?

Future Culture:

3. Please share what changes or initiatives you believe could enhance the overall organizational culture at the Kern Community College District? (Things that would positively impact employee morale, engagement, and performance.)

These questions were designed to gather information on what positive and negative practices currently exist in the workplace culture across the district, including those that may help or hinder institutional effectiveness and what things might be implemented to improve on what currently exists.

Methodology for Coding Survey Responses

This survey was analyzed utilized a qualitative approach to understand Kern CCD employees' lived experiences and perceptions. Qualitative research is not linear; rather, it is an interactive process used to uncover the lived experiences and perceptions of those who answered the survey (Ravitch & Carl, 2016). Ravitch and Carl (2016) believe that qualitative research "has the potential to provide interruptive and ultimately transformative experiences as a result of its ability to generate local knowledge, its potential for informed action, and how it attends to the complexity of lived experience" (p. 25). In addition, Maxwell (2013) and Patton (2015) agree that qualitative research is a methodological pathway in which to centralize and explore the complexity of both lived experiences and values.

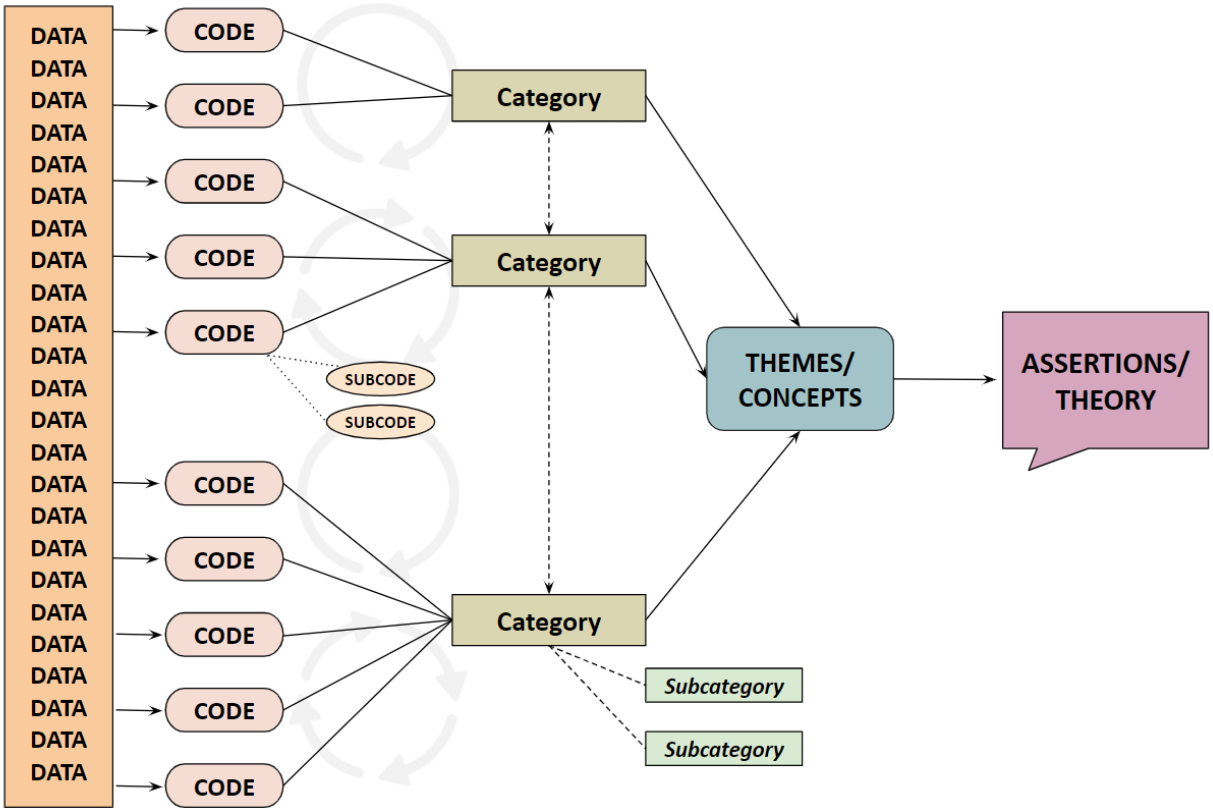
Analysis Process

Qualitative researchers utilize theoretical frameworks, thematic analysis, and the process of coding as a tool to derive meaning from collected data (Creswell, 2013; Ravitch & Carl, 2016). Data were analyzed using the qualitative analysis computer program Atlas.ti (version 9). We uploaded all of the survey responses and created a code book. We did the initial reading and then an in-depth level of descriptive and conceptual coding. A code is a word or short phrase that assigns an essence-capturing attribute for a portion of language-based data. Researchers generated to "symbolize or translate" data. The descriptive coding, also known as open coding, was a line-by-line analysis that looked at frequency and perceived importance in identifiable phrases or words (Smith, Flowers, & Larkin, 2009). The conceptual coding was more interpretive as We used an adaption-innovation lens and looked for a deeper level of meaning and emergent themes of each employees responses. This last level of coding worked to capture the lived experience and to derive the essence of the lived experience of the Kern CCD employee.

To analyze data in order to understand this phenomenon, We created a code book and used coding to deconstruct and to construct knowledge to give voice to the Kern CCD employees lived experiences. The process of coding involved the creation of a code book that organized, defined, and refined codes in order to explain the overall emerging themes (Crewswell, 2013; Ravitch & Carl, 2016). Each code was a word or phrase assigned to a distinct category by the researcher to describe the lived experiences and perceptions of those employees who answered the qualitative climate survey (Ravitch & Carl, 2016).

The process of coding gave me as the researcher the tools needed to break down and to interpret and analyze emerging contextual relationships within my data (Crewsell, 2016; Smith et al., 2009). Each code was either inductive, emerging from the transcript, or deductive, coming from prior research or the theoretical framework (Ravitch & Carl, 2016). Additionally, the codebook wedeveloped was a mix of both inductive and deductive codes. They survey responses

are broken down to codes, the density of those codes help define categories and subcategories. Below is an diagram of the coding process as outlined by Johny Saldana in the book "The Coding Manual for Qualitative Researchers" (2021):



Results

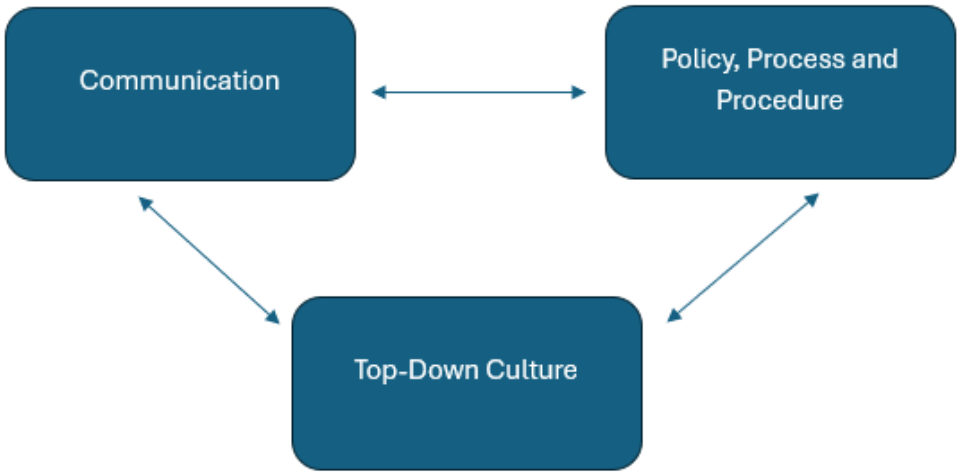
Categories and subcategories

This survey was done to explore levels of trust, behaviors, practices, and norms within Kern CCD that either support or hinder collaboration, innovation, and employee well-being. From this survey, three main themes arose that explore the lived experiences of Kern CCD employees. First, the need and desire for meaningful communication. In the roles of faculty, management, and student workers, there is a deep need for communication within each department, college and across the district. The communication being sought needs to be transparent, foster collaboration and human relationships, and create a culture that can listen and provide a meaningful feedback loop. Second, the need for all constituents within Kern CCD to function with adequate and clear policy, process and procedures. Currently, there seems to be inadequate

policies and procedures across departments, divisions and the colleges. Policies, process, and procedures includes certain departments' pay scales, the recognition of employees and the both remote work policy and the influence of COVID. Finally, the influence of a top down culture which includes a perceived bias in hiring process, favoritism, and retaliation. This top down culture also includes a top heavy administration, work intensive initiative, social and political agendas, and the influence of past leadership. Analysis of data revealed that these three fundamental categories help us understand the current climate throughout Kern CCD.

Theme Dimensions that influence Kern CCD culture

The overarching themes were identified from analysis of the data gathered through this qualitative research. Together, these themes help to describe the current climate culture through Kern CCD. In this report, each theme is described in detail: (1) Communication, (2) Policy, Process and Procedure, and (3) Top Down Culture. The graphic below depicts the interactions of each theme and how each influences the others.



In this document, these three themes are used to describe the current culture throughout Kern CCD. Each theme is supported by subthemes that describe the specific factors that describe the Kern CCD employees' lived experiences. Through these three themes, a comprehensive picture emerges of the culture throughout Kern CCD. The table below provides an overview of each theme and subtheme.

All codes were examined; this table only highlights the most used codes in each category. These are some of the main themes used when looking at the co-occurrence table for overlap of codes within the same passages. This list is not inclusive as the co-occurrence looked at overlap

within and between codes to help frame all three themes and their subthemes. Codes such as EIC - Effects on students, R - Respect for differences/beliefs/job title, and WC -Mistrust are examples that showed up in multiple areas and helped shape each theme. The overlap between the codes and themes were instrumental in shaping the discussion.

Theme	Sub-theme	Main Codes and frequency of Codes Used
Communication	Within and across the district	PP - Lack of continuity between colleges/districts/departments (144)
	Transparency (lack of)	R- Communication (226)
	Feedback loop	CD - Lack of Transparency (106)
	Human to human relationships	AD - follow through, feedback and evaluations of programs/outcomes (114)
	Need for Collaboration	R - Human to Human Connection (positive (112) and negative (40))
		CD - Creating opportunities for communication/collaboration (214)
Policy, Process, and Procedure	Inadequate/department based	AD - Inadequate processes (136)
	Pay and Policy	AD - Classified Pay Scales (64)
	Lack of training	AD - Training (104)
	Recognition of employees	AD - Lack of Management Training (45)
	Remote work/influence of Covid	PP - Lack of defined expectations/processes and policies (90)
		AD - Rewarding and recognition of performance (101)
		PP - Remote Work Policies (44)

Top Down Culture	Hiring process/favoritism	PR- Hiring Committee Bias/Hiring practices/promotions (131)
	Use of Resources	PR- Favoritism (76)
	Retaliation	AD- Use of Resources (56)
	Disconnection	PR - Retaliation (75)
	Social and Political Agendas	
	Heavy initiatives/grants with overworking employees	WC - Social and Political Agendas (131)
	Top Heavy	SI - Initiatives/grants (79)
	Past Leadership	OR - Lack of consequences to bad behavior/accountability (157)
		SCM - Top Down Leadership (85)

Communication

The first theme emerging from analysis from this survey explains the need for human connection and communication through every level of the Kern CCD organization.

Communication within and across the district

A common theme within the data is the communication within every department, division, and college across the district. Many Kern CCD employees are seeing a “disconnect with district and the colleges” (Bakersfield, Full time Faculty). Employees across the district feel that open communication is lacking and only reaches certain individuals, “If major issues are occurring, having open communication with ALL concerned. Bringing all parties to the conversation to be an active collaborative group working towards a resolution for all would be amazing. Working resolutions can never happen when there is isolation and division. “ (Porterville, Full time faculty). There is a want to be connected as a functional team.

There seems to be acknowledgement that there is a communication breakdown between the colleges and the district, “We should meet and communicate as a Community College system with 3 divisions, not 3 distinct and separate colleges with a District structure that is perceived as an obstacle by the colleges (District Office Confidential Management).Unfortunately, there seems to be a struggle to know how to fix it,“Overcoming the "Us" vs. "Them" complex between

colleges and the district in general. Not sure how to do that (Cerro Coso Community College Confidential Management).

Importance of Transparency

Across the board there seems to be an understanding that, "We need to be more intentional in our communications, and the need for authentic transparency" (Bakersfield College Adjunct Faculty). Currently there are feelings of "Lack of transparency in decision-making processes, leading to distrust among employees" (Bakersfield College Classified Employee). There is a consistent thread of mistrust that is tied to the lack of transparency, even more so that even makes some employees wary about filling out this survey, "There first needs to be a level of transparency so one can be strengthened. This will then lead to a level of trust. The fact that I am hesitant to complete this survey should inform you of the level of trust with the college/district" (Cerro Coso Community Full time Faculty). Many employees feel that the lack of transparency trickles down from the district office, "The district is not very transparent about the inner workings of departments. We should be able to work together" (Cerro Coso Community College Full Time Faculty).

There is also doubt by many employees across the district if transparency is even possible, "I don't know if it's possible for leaders to be truly transparent or honest when they believe their roles are to rule over others. Leaders treating the workplace like a Game of Thrones kingdom makes this impossible" (Bakersfield College Temporary Employee). Fortunately, many employees believe that the trust can be rebuilt if transparency is strengthened across the district, "Sharing of information could help. The goal of being transparent overall, in all things, I believe would help build trust. In the past there was a sense of some colleges receiving preferential treatment; if data could be shared or specific reasoning / logic in decision making shared, I think that would help district-wide with this sense" (Porterville College Confidential Management). The need for straightforward communication and increased transparency feeds also into the feedback look, which allows employees to have buy-in.

The Feedback loop

With the need for clear communication and strengthening transparency, there is also a need for a feedback loop that facilitates employee input into district and college wide decisions, "Intentionally consider the needs of the campuses at the front-end of district planning. There is a tiny window for input AFTER the AURs have been developed. Even so, the colleges take the time to provide genuine input that rarely ever changes anything or shows up in the final document" (Cerro Coso Community College Confidential Management).The employees at Kern CCD want to see that leadership values their input and feel that by taking them into consideration, that morale can be built through a functional feedback loop, "It would be good to see some true leadership that addresses the issues straight on and isn't afraid to clear the deadweight out of the way. Clear vision, clear communication, and follow through would create much needed transparency and would lead to improved morale" (Bakersfield College Confidential Management). The ask for accepting feedback is related back to communication and the transparency of the district and colleges.

Employees at Kern CCCD want a formal way in which to continually offer feedback and to stay involved in the process, “Implement formal feedback mechanisms, such as surveys, suggestion boxes, or anonymous reporting systems, to gather input from employees about their experiences, concerns, and suggestions for improvement. Actively listen to feedback, acknowledge concerns, and take appropriate action to address issues raised by employees” (Bakersfield College Confidential Management). Some employees would like these feedback mechanisms to be anonymous, ”Establish feedback mechanisms where employees can provide input anonymously if necessary. Act on feedback received to demonstrate a commitment to improvement and transparency” (Cerro Coso Community College Classified Employee). Kern CCD employees are also asking for follow through as part of the feedback loop.

Need for collaboration

The need for collaboration is reflected in the survey responses across all three campuses and the district, “The isolated culture maybe stem from the decentralized operation. There are other factors/ reason for this arrangement, especially when each Campus needs may differ; But there’re also inefficiency when the process is repeated 3 times should there’s a way/product/services that’s maybe beneficial across the District when it is being reviewed by each campus over different course of time, and also the other Campus misses out on the opportunity/delayed in the process to better serve the students with this better/advance options available” (District Office Classified Employee). This lack of collaboration is seen as hindering both the colleges and the district as a whole by multiplying efforts.

Many suggestions for creating opportunities for collaboration were suggested within the survey. Several employees feel that college events and places to get together would help foster a sense of community and collaboration, “There are so few opportunities and locations to interact with employees socially. I think that once people get to know each other as people, barriers and distrust lessen, and people are willing to see people as human beings. In my opinion, a permanent, dedicated faculty club or employee club (room) would welcome people to hang out from all over campus” (Bakersfield College Full time faculty). Employees through every facet of the district are looking for human to human connections.

Human to human relationships

The need for transparency is not just at the college and district level, but also in the everyday interactions between employees, “Leadership needs to devote time to getting to know staff and becoming familiar with what they do. Manage by walking around theory, need to get out of the office more. Much can be learned by going to where the staff are and talking with them” (Bakersfield College Classified Employee). Also, many employees say that by establishing relationships, the students also are able to benefit, “Administration needs to have less meetings with one another and spend more time with the individuals they are supposedly leading, finding out from them what their needs and concerns are and what the students most need” (Bakersfield Full Time Faculty). When communication, transparency, collaboration and human relationships are built across the district, trust and a positive work culture develops.

Summary of theme one

The first theme is focused on the different facets of communication, which involve connections across the district, transparency, a function feedback loop, the need for collaboration and human to human connections. One way to start achieving communication is to begin streamlining district wide policy, process and procedure.

Policy, Process and Procedure

The second theme emerging from analysis from this survey explains the need for adequate and clear policy, procedure, and processes within every department, division, college and the district office.

Inadequacies across the district

The disconnect within the district is not just communication, but also filters into policy, process and procedure. There is a collective plea from Kern CCD employees toward “Streamlining administrative processes and reducing bureaucratic barriers to innovation and efficiency” (Bakersfield College Classified Employee). Employees feel like there are too many barriers, which negatively impacts trust, “Less red tape. Less hands involved in minor decisions. Streamline approval for faculty and requests for students. The more that need to be involved - proves a lack of trust” (Bakersfield College Full Time Faculty). Not only is it difficult to navigate the processes, but the processes are continually changing with little to no communication, “It seems there are times when policies change, but there are discrepancies or roadblocks that make the intent of the change difficulty to maintain work efficiency” (Bakersfield College Full Time Faculty).

The difficulties with policy, process, and procedure also impacts how employees see their workloads, “we could really reduce the bureaucratic workload. Sometimes there are things we want to do in our department that would involve getting many people involved to approve a purchase or to coordinate something. This lends to a feeling of helplessness. "This needs to get done by this time, but due to bureaucratic delay, it won't get done, so we'll be a bit behind and we'll have to work faster to catch up". Great, now I really feel like coming in to work and that things are going to go well. I get it, every job has its ups and downs, and no job is perfect, but it more often than not feels like many of our problems here are caused internally rather than something "out of our control" (Bakersfield College Classified). These struggles are continuous and impact how employees feel as they try to do their work each day, “Getting so caught up with the day-to-day task, tackling each challenge only as it comes, does not improve productivity especially when they are repetitive issues. The lost sight or in taking a step back to look at the bigger picture and reevaluate, or simply because of “always been this way” or perhaps the fear of not being able to cope with the change/unknown seems to deter improvements/ innovation overall” (District Office Classified).

The lack of coherent work processes across the district makes employees feel that, “There is no identity for Kern Community College District - it is just separate entities all doing the same work without having a viable, strategic plan to partner together to achieve goals” (Porterville

College, Confidential Management). A streamlined process may help create unity across the district, “I think that all three colleges should work closer together to streamline the process so all of the staff feel like they are doing the same work across the district. This would help since all three colleges have their classified do different functions and some do not do any of their job description. This would boost the employee morale.” (Bakersfield College, No Employee Type Provided). Even with these challenges, there is still a supportive undertone where KCCD employees can see the district move forward with collaborative policies and processes, “I believe that overall, we have employees that are supportive of our overall goal of supporting students and our community. I do think that we need to re-evaluate some of our policies in terms of departments to ensure we can be effective, work quickly, and keep momentum while also being responsible and thoughtful. Some of the policies in developing partnerships through grants and funding can take so much time that we get delayed in completing projects and plans. I think the more we can get together and understand each department and employee, we can develop meaningful and effective policies that have the students as the priority” (District office Confidential Management). By streamlining Kern CCD policies, processes, and procedures, it creates the space to be less overworked and more innovative.

Pay and Policy

One line item that came up several times throughout the survey is discrepancies in pay, “Equal Pay for Equal Work A critical aspect of employee morale is ensuring fair compensation. There are clear discrepancies in pay among employees who perform similar roles, leading to a sense of inequality and unfair treatment. Addressing these disparities through a commitment to "equal pay for equal work" is essential for promoting a culture of fairness and respect” (Bakersfield College Classified Employee). Several employees feel that, “Our pay is very low for the district and in fact does not meet inflation rises, fast food now makes more than many employees here. Pay should go up for all” (Bakersfield College Classified Employee). Many employees referred to turnover and low morale when referencing their pay.

Many employees feel that there needs to be a, “Review of salary schedules - Certain classified positions have annual salaries that are less than the annual benefits that KCCD covers. There used to be a market survey of salaries every 3 years for the management salary schedule. Faculty has a survey built into their contract” (Bakersfield Classified Employee). There is concern that promotions and pay have inadequate policy that hindered employee morale, “Current employees who are promoted should be given the opportunity to negotiate their salaries, particularly if they are taking on additional responsibilities. Currently, promotions only begin at Step 1 of the new pay scale, regardless of the employee's experience and dedication to the company. However, new employees who have not been part of the campus community for long and are trained by current employees are able to negotiate their starting step. This creates frustration among dedicated employees, who may have been with the company for years, but are potentially being paid less than a new employee” (Bakersfield College Confidential Management). Many employees referenced these inconsistencies, along with issues of job descriptions and pay between college and district, lack of compensation for terminal degrees, COLA increases, and issues with the Job Analysis Questionnaire (JAQ) process in updating positions and pay.

Employees are asking for more transparency in the JAQ process, “Looking at the statistics the success of the JAQ process is incredibly low. Classified staff are not supported at a district level. Recently, a JAQ received full support from my supervisor, VP, and President and yet a person in a level of authority who has no concept of the functions of the job in question, denied it. When the President pressed for the decision to be reconsidered the first answer was a "hard no". The job position was eventually reclassified but only under the condition that there would be no backpay provided despite the individual having worked out of classification throughout the entire JAQ process. It is discouraging situations like these that make classified staff not even want to try and better themselves” (Cerro Coso Community College Classified Employee).Many employees across the whole district feel that this process needs to be updated and more transparent.

Lack and Need for Training

The absence of a comprehensive orientation and training was repeated throughout the survey document, “We need a districtwide employee training program. Aside from procedural onboarding during hiring, we have no official employee onboarding training. An employee should not have to start a job only to realize that they need to "recreate the wheel" in their role. Employees should be guided through onboarding and job role training. KCCD needs an employee training department to facilitate this districtwide. A robust training program is an amazing opportunity for KCCD to really help employees deliver on outcomes for students” (District Office Classified Employee). Kern CCD employees are starting their roles, but are left to “sink or swim” (Bakersfield College Classified Employee) in order to learn the skills needed to do their jobs, “I think there should be a mandatory training program for new employees. When I started at BC I had to reach out to other support staff for training and sort of teach myself. I think the employees of KCCD would greatly appreciate real training program” (Bakersfield College Classified Employee). The lack of training puts employees at a disadvantage when starting at KCCD.

There is also a consensus among classified that promotional opportunities into leadership are slim to nonexistent. Kern CCD employees want a path to move into leadership, “There should be a training program for classified employees that may want to move into management. Almost every management position on campus requires previous management experience which is impossible to get if one can't get into management in the first place. 2. There should also be a pipeline from education advisor to counselor. Many ed advisors meet the minimum qualifications for counselors but the perception (right or wrong) is that they will never be able to get a counselor position since ed advisors are overused and much cheaper than faculty. 3. More development programs overall to help people move up the ranks would be desirable” (Bakersfield College Classified Employee). Though the leadership academy is available to be classified, they have to have been with the district for three years before applying.

For a management perspective, classified would benefit from a comprehensive orientation, continued trainings, but also from cross-training and apprenticeships, “I also recommend activities that would encourage cross-training and open communication between departments so we know how to best lead our students and not be siloed into our own departments” (Bakersfield College Confidential Management). Additionally, employees are asking for almost any type of trainings that may be possibly available to them, “Offering additional training to all departments throughout the course of the year by sharing virtual opportunities, workshops and

conferences that could benefit both the employee and the department. Since there is no clear training plan for learning new roles or positions this would allow for gaps to be closed" (Porterville College Classified Employee).

There are also calls for more management training, especially with soft skills and communication, "There are times when as an employee I am walking around eggshells in my office. There are ways to give employees constructive criticism without them feeling belittled or like small children who are being scolded. We are all adults. Maybe managers need to take courses or attend training on how to better communicate with their staff" (Bakersfield College Classified Employee). Beyond management training, there is also the request for trainings to be offered to adjunct and full time faculty, "Treat adjunct-faculty with more respect and not like the step-child. Provide them with more resources and training that meet their busy schedules (such as in the evenings), as this is likely a second job. That will improve their morale" (Bakersfield College Full Time Faculty). Many employees recommended creating a training center to service all employees within the district.

Recognition of employees

Many employees across the district do not feel like their hard work is recognized or appreciated, "Employees want to feel valued and that can be accomplished several ways. Acknowledgement and recognition would be a start" (Bakersfield College Classified Employee). Overall, many classified staff feel that they are less appreciated than other groups on campus, "Please appreciate classified staff more. The campus always puts management and faculty on a pedestal but we come into work as well. We are year long employees and are always here supporting the goals of the campus. It is hard to have a good morale when all the praise goes to others. It would be nice to get to go home a little early before the holidays. As an example, the Wednesday before Thanksgiving everyone is just waiting for 5:30 so a little bit of a break would be nice" (Bakersfield College Classified Employee). Many employees asked for little ways to be appreciated that did not necessarily require resources from the district, such as getting off a little early for holidays.

Many employees felt that their hard work was not ever recognized by the district as their pay scale does not reflect their effort. Some employees feel unseen when it comes to their work, "We are just a number like students, just a ID number. There is no employee appreciation, consistency of achievements, or empowering the teams in all levels" (Bakersfield College Confidential Management). Employees across the district believe that "there should be more recognition for individuals and departments that are required to work continuously" (Bakersfield College Classified Employee) and that the district needs to "recognize and appreciate employees for their contributions openly and regularly. Feeling valued and acknowledged enhances trust and strengthens relationships within the organization" (Cerro Coso Community College Employee) . It is a common feeling among KCCD employees that they do not feel appreciated.

Remote Work Policies and the influence of COVID

In March 2020 remote work was introduced on a large scale across the globe. Since employees have been brought back to the workplace and remote policies have changed, many Kern CCD

employees feel that remote or hybrid work should be part of the educational landscape, “Taking away remote work has been detrimental. The ability to work remotely has taken away flexibility for employees and forces them to use sick/vacation time” (District Office Classified Employee). Employees talked about their well-being, morale and creating a work life balance through flexibility and remote work.

For some Kern CCD employees, the ask for remote work was connected to more than well-being, but also being a potential benefit for working at Kern CCD that may also help retain talent. “The hybrid work environment needs to continue in order to retain talent along with promoting well being. As long as teams are able to effectively work in the hybrid environment it should continue. With the hybrid approach we can continue to service the departments and others just as effectively as we have over the last 4 years” (District Office Confidential Management). There are also many employees who feel that being allowed the flexibility of remote work would help feel appreciated, “Flexibility with schedules. It’s 2024, we’re set up for remote work, give us the trust and let us have more work life balance. We do not need 10 hours in a day to complete our work if we know what we’re doing. We’re overworked and underpaid. Life is so expensive and we spend it at a desk. It’s draining, depressing and we’re all just working to live and living to work. We can barely afford to put food on the table but we love what we do. You have good employees but it’s a matter of time before we start looking at all these remote jobs that give us the pay and flexibility, benefits and training we need. Please start recognizing the amazing classified you have” (Cerro Coso Community College Classified Employee). Many employees put in suggestions for different hybrid models and ways they would still efficiently serve students while gaining more of a work life balance for themselves.

Though the majority of employees are wanting remote/hybrid models for remote work, there are different policies across the district when it comes to remote work, “There appears to be a significant disparity in the opportunities for remote work among employees within the same union, role, and title. While some individuals are granted the privilege of working from home or even remotely from another state, others, despite holding identical positions, are required to report to campus regularly. The lack of uniformity in remote work arrangements not only fosters feelings of resentment and inequity among employees but also undermines morale and productivity” (Bakersfield Confidential Management). Currently, there are disparities between departments, colleges, and the district for remote work.

Summary of theme two

The second theme is focused on the different policies, processes, and procedures across the district. This theme focused on the inconsistencies across the district, pay, training, recognition of employees, and remote work policies.

Top Down Culture

The third theme emerging from analysis from this survey explains how Kern CCD’s organizational structure has influenced and shaped the culture throughout the district, including key issues such as morale and trust.

Hiring process/favoritism

Many employees feel that the hiring process at Kern CCD is biased, “Favoritism in hiring and promotion decisions, where personal connections matter more than qualifications or merit” (Bakersfield College Classified Employee). The hiring bias that employees perceive reach outside of just new positions, but also in promotions, “People are promoted or placed in positions not because of the skills or expertise they possess, but who they know. It is deflating to those who constantly and consistently put students first and put in the hours” (Bakersfield College Confidential Management). There are collective worries of not just favoritism, but also hiring or promoting individuals who do not have the skills or expertise for the role they are assuming.

This perception of favoritism in hiring is most reflected in the hiring of managers within the survey responses, “The tendency for the District to create new management positions at the drop of a hat for no clear reason, with no explanation, has eroded trust from the colleges in the District” (Cerro Coso Community College Classified Employee). This is not just an isolated issue that is perceived at one location, but across the district, “The lack of transparency and level of manipulation has been difficult. The number of District management positions seems to have exploded, with no transparency or collaborative discussion. It is tremendously unclear what they even do for jobs and several were blatantly favor-hires” (Porterville College Confidential Management). Beyond the perceived favoritism, many also feel that their skills are not being developed to where they are able to be promoted within Kern CCD, “I have observed and experienced a pattern of favoritism in KCCD as I have worked in several locations. KCCD does not foster promoting individuals. Since hiring committees are formed by the Chair (Admin), it is difficult for an employee to have an opportunity if the committee is stacked against them from the beginning. Employees are not encouraged to develop skills to prepare them to move into other positions” (Bakersfield College Full Time Faculty). Many employees within the survey expressed feeling locked into their current position

Beyond hiring and promotions, some feel that policies around the creation of positions contributes to difficulties in the hiring process, “Department leaders are forced to hire from a pool of existing positions that don't necessarily fit with the work being done, because the process for creating new positions is overly complex and can't respond to the rapidly changing landscape of actual needs” (District Office Classified Employees). Some see the organizational structure as a contributing factor to the perception of biases within the hiring process, “The current organizational structure is very nepotistic with individuals receiving job opportunities without the positions posting; there is a lack of transparency in all hiring on all three campuses and within the District Office. This can be seen with the (job title redacted) position and many of the associate vice chancellor job opportunities at the District level that did not post or posted for a very short-time frame. At Porterville College hiring decision-making is nonsensical with positions being advocated for that are unable to make faculty load due to not having the metrics to back up the need for the position or management positions being added but the job duties are not defined so the individual ends up not having regularly assigned work” (Porterville College Confidential Management). Many of the issues with the perceived bias in the hiring process circles back to transparency.

Use of Resources

When it comes to budgeting and finance, there seems to be speculation about where resources go, “Sometimes we at PC get the feeling that we are an afterthought within the district and that most of the time and resources are spent on BC. For instance, in the decisions of faculty hiring, it seems that BC has overhired and the other campuses are left without needs met. We have room for growth in many areas on campus, but we can't do so because we don't have enough faculty. This hits PC harder because we aren't near a major metro area were adjuncts are more plentiful. In one discipline within my division, we routinely have 20-25 sections, but there are only 2 full time faculty members. In other disciplines another divisions it is even worse. This ends up harming students because the classes fill and we don't have enough instructors to staff more sections. This creates bottlenecks and keeps students from graduating on time” (Porterville College Full Time Faculty). Beyond speculation, many Kern CCD employees feel that there is an, “Unequal distribution of resources and support, exacerbating disparities between different departments or campuses” (Bakersfield College Classified Employee). With this speculation is the need for transparency for where resources are distributed.

When it comes to resources, there were also several mentions of infrastructure, “At Porterville College, buildings and classrooms are reallocated for other uses without consultation of faculty and staff and then presented as if there were discussions when they were not” (Porterville College Confidential Management). There seems to be a mistrust about where resources are going, “It also seems that large amounts of money are being sent from the college to the district and not much is returned, yet program review reports from departments across campus demonstrate a need for funds to purchase tools, machines, technology, and models to increase student learning and course offerings” (Bakersfield College Full Time Faculty). With this mistrust, there is a call for more accountability and transparency to where resources are going, “If there were an easily accessed record, reflecting all denials and acceptances of budget requests, one which shows the departments and locations being approved or denied, it would be straightforward to see whether certain locations face more frequent denials than others. If the same locations are consistently denied, or budgets reduced from the original requests, then KCCD should require an explanation from the college. This record should also reflect details on the use of “supporting all college locations” when a budget request is made and approved – how much is designated to “support” these locations, were the locations supported with the approval and if so, how” (Cerro Coso Community College Classified Employee). With improved transparency, more collaboration and communication can take place in order to make sure that resources are appropriately distributed.

Retaliation

A common theme in the survey results across Kern CCD was a fear of retaliation. Kern CCD employees expressed fears of voicing opinions, “I have seen the college administration and the district railroad individuals voicing a different opinion than that of the status quo. The climate in the last few years has been the worst. Previous to these last maybe 5 years working at BC was pleasant and everyone respected differences of opinion” (Bakersfield College Full Time Faculty). The code retaliation showed up 75 times while coding the data, “Some Classified have

fear to speak up on issues with management based on retaliation that have happened over and over rather in office setting, focus groups, committees etc." (Porterville College Classified Employee). This makes many employees fearful for their jobs, "everyone is here because they need their jobs. I believe there is a general sense that if one speaks up on issues/concerns they could be retaliated against or passed over for future growth opportunities" (Bakersfield College Confidential Management). The fear of retaliation has hurt the morale of Kern CCD employees and created a fear for employees to ask questions, or to show initiative.

The district is working to strengthen feedback and transparency, and to do so "Honest feedback requires non-retaliation" (Porterville College Full Time Faculty). There is a consensus throughout the survey that, "Retaliation against employees by management, faculty, and staff has to stop. (District Office No Employee Type Provided), and that there needs to be a process for "Implementing mechanisms for employees to provide feedback and address concerns without fear of retaliation" (District College Classified Employee). This fear of retaliation is through every college and contingency group, including student workers. One student worker suggested "Open forums of discussion. Clearer channels of communication and reporting. Without reprisals" Bakersfield College Student Worker). The effect of retaliation has hindered the climate across Kern CCD and has caused mistrust and tension.

Feelings of Disconnection

With the lack of coherent policy, process and procedure across the district, there is also a sense of disconnection, "For a couple of years since we came back from the pandemic, it feels that the District office has detached from Bakersfield College. It seems the District has other priorities that are being executed through the district and those take priority over the needs of the college" (No College Selected, No Employee Type Selected). This disconnect is associated with overworking employees, tension and turnover, "There is a disconnect between the District and the Colleges. Managers at the campuses are overworked until they resign, which has increased the turnover of admin. We have lost some good individuals over work stress. It also seems like the admin is against the faculty" (Bakersfield College, Full Time faculty). This disconnection is not just between colleges and the district, but also on each college campus.

This sense of disconnect trickles down the Kern CCD organization, "I feel that there is division between departments on campus, there is also disconnect between management and employees, "My supervisor knows very little about what our office staff does on a day-to-day basis, the time it takes, and the processes they involve. I have been here a couple of years and that has always been an issue" (Porterville College Classified Employee). This disconnect is a hindrance to communication, "There is a disconnect between those at the top and those responsible for the day to day work. When changes are made, the reasoning behind those changes is not always communicated to those employees impacted by the changes. It would be nice to feel like our input/voices mattered" (District Office Classified Employee). This radiates between divisions also trickles down to the relationships between managers and employees, "Many in upper management seem extremely disconnected from those of us on the front line and the impression, right or wrong, is that those at the management level can operate with impunity" (Bakersfield College Full Time Faculty). The sense of disconnection is a hindrance to communication and to strengthening collaboration and transparency.

Social and political agendas

With the issues of transparency and trust, there also comes both social and political agendas, “We have moved so far away from being able to have productive conversations with each other due in part to a lack of trust. This was created by the executive branch district wide and faculty representatives. There is too much political posturing, backstabbing, infighting, and flat out lying by employees to advance their hidden agendas” (District Office No Employee Type Provided). This lack of trust has led to “too many back-door deals made with certain administrators and the kool aid drinking co-workers” Bakersfield College Full Time Faculty). The nature of these political and social agendas has been described as, “A culture of 'yes men' has been being built for years. If you have different thoughts, or dare think beyond 'their' box, you aren't taken seriously and have no chance at advancing your career at KCCD. Fall in line or find somewhere else you "fit in". There is no room for difference of opinion” (Bakersfield College Confidential Management). The social and political agendas are a hindrance to trust, transparency, and to the overall campus climate.

There is a consensus across the district that “The culture and mindset of "good old boy club" needs to stop. The you are either "in" or "out" approach needs to stop. This will begin to build a level of trust” (Cerro Coso Community College Full Time Faculty). Employees from across the district want to see trust restored and “the admins up above need to make sure that their decisions are not based off self interest, but instead in the best interest of college as a whole” (Bakersfield College Classified Employee). Employees and managers alike would like “An administration that doesn't ignore reality in favor of maintaining a narrative that supports an agenda (Bakersfield College Full Time Faculty). If the district wants to strengthen transparency and trust, the social and political agendas have to be addressed.

Some of the political and social discourse has fallen under the umbrella of Diversity, Equity, and Inclusion (DEI), “There is a culture of resistance to change and growing with the growth and change of the students that are served. There is discussions of equity and inclusion, but this is not practiced in the staff, faculty and leadership that is hired” (Bakersfield College Classified Employee). There were a number of comments for and against DEI initiatives, primarily, but not exclusively on the Bakersfield College Campus. Many believe that, “BC needs to enforce/implement/improve/educate all KCCD and BC employees about diversity, culture, background, etc. more classes or trainings to support BC's mission and vision statement (Bakersfield College Classified Employee). There is also the belief that, “DEI initiatives on campus have become highly divisive. DEI has become an ideological religion. There is no tolerance for honest academic debate” (Bakersfield College Full Time Faculty). The debate around DEI initiatives has led to a social and political divide that is disrupting the ability of employees to collaborate.

Heavy initiatives with overworking employees

Kern CCD, like many community colleges across California, has become very initiative heavy over the last several years. Many of these initiates are top down from the state chancellor's

office, but many are conceptualized and implemented by Kern CCD for their campus. Though there is a need for initiatives, there seems to be a common theme where, “Initiatives are launched with enthusiasm, but they often lose momentum or are sidelined due to time constraints. With numerous initiatives ongoing simultaneously, there's little opportunity to focus on any one task. How can we ensure that all campuses are aligned with the same initiative, considering the diversity of personalities and perspectives? Perhaps discussing these initiatives collectively could help us reach a consensus and ensure everyone is on the same page” (District Office Classified Employee). This influx of initiatives has impacted the morale of Kern CCD employees.

Though many initiatives are seen positively, there is also a hefty cost of time and energy to implement them, “KCCD always seems to be piloting a ton of programs. Innovation is great, but at what cost? We do A LOT of new things, but we don't do any of them well. I would rather see us do fewer initiatives, focus resources on those, and do them well” (Bakersfield College Confidential Management). There are also strong feelings about the way in which initiatives have been implemented, “When the state mandates changes to our curriculum that could negatively impact students and faculty, the administration has rushed to implement changes without any discussion with faculty as to how to best approach implementation. BC had to be first. Not the best, but first to implement change. Let's stop and evaluate things that come up before rushing to implement. Let's not always have to be first” (Bakersfield College Full Time Faculty). Many departments would like to see fewer initiatives and more concentration that they can focus on their current roles, “It would be beneficial for the departments to have the opportunity to concentrate on their programs, which could significantly boost morale, engagement, and performance levels. The team members have been overworked for a long time due to the "all-hands-on-deck" approach, which requires them to work overtime for their current positions.” (Bakersfield College Confidential Management). Though the conceptualization of initiatives comes with good intentions, the implementation has heavy costs and needs more evaluation and planning behind implementation.

Top heavy Administration

Over the last several years the amount of administration within Kern CCD has increased substantially. Many employees feel that “We need to address the excess number of administrators on campus” (Porterville College No Employee Type Provided).The top heavy administration is seen throughout the district, “The District Office is too heavy on administration, and they don't work well with the colleges. (Cerro Coso Community College Full Time Faculty). For example at Porterville College, “In 2019-2020 we had 66-Faculty 111 - Adjunct 71-Staff Admin - 19 FTES - 1,603 Today we have 70 - Faculty 102 - Adjunct 70 - Staff 27 - Admin (with more to be hired) FTES - 1,552 We should be spending that money on additional staff as most departments are understaffed. Some areas are so understaffed that people can’t attend meetings without bringing a laptop to the meeting to continue doing their jobs. How is it that we have 42% increase in Admin from 2019 - 2020, with less staff, less adjuncts, and fewer FTES? We had a 6% increase in full time faculty over the same time period. Administration does not create FTES, but faculty does, so why are we increasing admin? This is a problem with all higher education https://thesenateforum.wordpress.com/2023/05/09/administrative-bloat-in-higher-

education-is-this-now-a-higher-education-industrial-complex/" (Porterville College Full time Faculty). These same patterns with hiring more administration are also observable at the two sister colleges and the district.

Past leadership and lack of consequences

With the increase of administration, the culture has also changed, "Historically, the culture between the district and each college has varied between not-so-good and good over the many years I've been working for the district. Recent leadership changes and a blurring of college / district roles appear to have contributed to a dip in relations. Individual trusted relationships persist. At the same time, there is also a level of push and pull between individuals looking to advance an agenda of division" (District Office Confidential Management). With the trajectory of a top heavy administration, the culture had changed to a place where many people lacked accountability. "For years, there has been a divide between different groups of people. Our actions and behaviors are a way of communicating with others. Unfortunately, we often do things that hinder our progress and success. The trust between people has been broken, and it's time for those in leadership positions to take responsibility for the culture they have created. There are cliques and signs of favoritism in all departments. I have personally witnessed management belittling and embarrassing their subordinates in front of their colleagues" (Bakersfield College Confidential Management). The employees within Kern CCD are hopeful about the future and looking forward to strengthening trust, transparency, and collaboration, "Honestly, the most recent hires (the new Chancellor and the new BC College President) give me hope. As people NEW to the district/campus, I am counting on each to arrive with a foremost goal of supporting the work at the district and at BC rather than feathering their own nests. I'm a fan of interest-based bargaining, open door policies, fair treatment of employees and a genuine drive to better students' lives" (Bakersfield College Full Time Faculty).

Summary of theme three

The third theme is focused on top down culture throughout the district. This theme includes hiring process and favoritism, use of resources, retaliation, social and political agendas, initiatives and influences of past leadership.

Discussion

The purpose of this qualitative study was not only to examine what has been creating breakdowns of trust and collaboration across the district, but also to find ways in which to help bridge the gap to create a more cohesive environment for all employees and students.

Repairing the breakdown of trust

Trust is something that cannot be mandated but something that needs to be developed. According to a full time faculty member at Porterville College, "Trust takes time to restore once lost. A one-time event will not repair years of distrust. More district presence at the "other two campuses" would be a great start". The call for participatory governance and inclusive interactive feedback is being proposed throughout the district, "Enhancing trust can be achieved by

refraining from making decisions on behalf of the college; instead, colleges should consistently be included in the decision-making process before any determinations are finalized" (District Office Confidential Management). Through creating transparent practices through communication and feedback, trust can be rebuilt.

Creating collaboration

Collaboration was continually referenced as a cornerstone to trust and community, "I think collaboration, innovation, and employee well-being are of utmost importance to me and how we do our jobs" (Bakersfield College Full Time Faculty). There were several references to informal communication to generate organic empathy and humanity between groups. Several Kern CCD employees suggested cross-collaboration teams, "Create opportunities for cross-departmental collaboration and teamwork. When employees work together towards common goals, it fosters trust and mutual respect" (Cerro Coso Community College Classified Employee). Collaboration is very closely related to building interpersonal relationships and respect for one another.

Restoring respect and helping tensions

Even though there is a history of tension and lack of respect across the district as a whole, many Kern CCD employees believe it can be overcome, "Respect to one another regardless of culture brings harmony and peace between employees, groups, colleges and the district offices could be improved or transparency strengthened" (Cerro Coso Classified Employee). Communication is also seen as a tool to use to help foster respect, "I believe communication is key, especially between staff and management. Communicating on a level where everyone, although is not equal, we are all treated with respect" (Bakersfield College Classified Employee). There is still work to be done in order to grow respect and to lessen tensions across the district.

Creating well-being across the district

Wellness and the need for work life balance was also a recurring theme across the district. For classified Kern CCD employees, this included "Prioritizing employee well-being through wellness programs, mental health resources, and flexible scheduling options would support work-life balance" (District Office Classified Employee). Several classified employees mentioned remote/hybrid work policies as being beneficial to their well-being. For management there were suggestions to "reduce Managers Load to smaller divisions to be more effective. Use wholistic approach to decision making and implementation. Workload should not be limited to faculty" (Bakersfield College Classified Employee). As the district moves forward, wellness and work life balance should be a topic of consideration as a way to support the Kern CCD employee workforce.

Positively affecting students

The goal of education is the transmitting of knowledge and skills. The reason each person within the Kern CCD works within the educational system is to put students first, "The reason I have a job is for the students. I want to see students succeed and be successful in their journey. I enjoy the smile on a student's face when they are able to reach the goal they've made. This should be our number one focus" (District Office Classified Employee). Sometimes there needs to be the reminder to "Focus on student needs and ensure each conversation, event, or meeting

begins with a positive affirmation of our mission and values" (Bakersfield College Full Time Faculty). Kern CCD employees understand their role in student lives, "We have been placed in positions to serve students at each and everyone of those levels" (Cerro Coso Community College Classified) and how our work also benefits our communities, "We are placed in positions that help positively impact the students we serve, which also trickle down to our communities in which we serve" (Cerro Coso Community College Classified Employees). As the work at Kern CCD continues, the district and the colleges will continue keeping students as their top priority moving forward.

References

Creswell, J. (2013). Qualitative inquiry and research design. Choosing among five approaches (3rd ed.). Thousand Oak, California: Sage.

Maxwell, J. (2013). Qualitative research design: An interactive approach (3rd ed.). Thousand Oaks, CA: Sage.

Patton, M. (2015). Qualitative research and evaluation methods (4th ed.) Thousand Oaks, CA: Sage.

Ravitch, S. & Carl, N. M. (2016). Qualitative research. Bridging the conceptual, theoretical and methodological. California: Sage.

Saldana, J. (2021). The coding manual for qualitative Researchers (4th ed.). Thousand Oak, California: Sage.

Smith, J. A., Flowers, P, & Larkin, M. (2009). *Interpretive Phenomenological Analysis:Theory, method and research*. London, UK: Sage Publications.

Appendix: Survey Responses.

Below are the raw responses to each of the three survey questions. These are broken out by college and employee type. Responses where respondents did not provide their main college or location of employment are at the top, followed by each college alphabetically within each question.

The responses are provided here verbatim, with nearly all original text included, including any misspellings and typos. Some portions of some answers are redacted in only two circumstances: 1) if the respondent provided information that might jeopardize their anonymity, or that of another employee, or 2) where personal information is mentioned (such as personal attacks or criticisms) about other employees. These redactions are highlighted in red where they occur.

Question 1. Please share examples of specific behaviors, practices, or norms within the Kern Community College District that either support or hinder collaboration, innovation, and employee well-being?

No College or Employee Type Provided

The practice of seemingly selecting only Bakersfield College employees for promotional opportunities at District office. Bakersfield College employees receiving higher salary placement upon higher by circumventing the campus HR office and offering higher steps to new employees without HR stamp of approval. Management employees getting appointed to positions with some form of recruitment process. Inequity in how promotion and voluntary demotion salaries are determined. An executive level manager at DO was Y-rated to retain salary when demoted to a position at BC while an executive at CC took an extreme pay cut when they voluntarily demoted to a lower level management position. Lack of transparency in general.

Many departments have toxic environments, due to managers who are not equipped to handle people, including students. This is a big problem and affects employee's mental health, promotes fear to bring up new ideas, high absenteeism, and also divides a department into those the supervisor likes and does not like. There can be no collaboration in this environment. Employees cannot serve students well when working under these conditions. Employees fear bringing issues to HR due to lack of confidentiality and retaliation, and many employees have experienced this. Great employees leave the district or the department. The colleges promote student health and well-being but not much for employees. Workload is also a big factor in employee's well-being. Pushing constantly for higher enrollment means the need for more services for students and in many areas, there are not enough employees to meet the student's needs in a timely manner and do it well. We aren't serving students this way. They become just a number. When employees leave or transfer out of certain departments constantly, it leaves the remaining employees to cover large workloads. Constantly tracking employee's production is negative on employee morale. Employees are working hard for our students, and if there is an issue with someone, handle it with that

employee. Managers have said they want to run the office like a call center or Amazon. We are human, the students are human, and this mentality is hurting everyone.

The lack of transparency over the last several years has left employees with the feeling of needing to look over their shoulder at all times. Positions have been filled without going through the proper channels and others denied or just moved.

The gossip is strong here. It seems that even if things are shared with HR or other management it still gets leaked. I was told that students have reported their professors for inappropriate behavior and somehow that professor found out who the students were and failed them. Is there integrity in these instances? Where is the confidentiality? It appear lacking.

When Sonya Christian and then Zav were President of BC things ran smoothly. There was not all this toxic nonsense that is happening now. When **(name redacted)** became interim something severely changed and the chasm widened like never before. Faculty, Staff, and Managers have been allowed to be mean and nasty to one another which does not support employee well-being. Also, how is it that you have a problem employee like **(specific name redacted)** who can continuously fall up into positions? He is incredibly condescending to women. **(specific positions redacted)**. It should be obvious that he isn't doing a good job or he would have stayed in those positions. It is not fair to keep subjecting women to his abuse. This problem also stems from the DO, **(name redacted)** is not impartial when making discussions and always helps his friends, if you are not in that friend group, you can forget about it. He is not professional in his decision-making. There is a group of problem folks, that are allowing these issues to happen. From comments that **(name redacted)** makes about the new president, that he won't last 6 months because we will get him out of here. The campuses do not work together as a team, it is always us against them. BC thinks they are the majority of FTES earners and should call the shots on everything.

For a couple of years since we came back from the pandemic, it feels that the District office has detached from Bakersfield College. It seems the District has other priorities that are being executed through the district and those take priority over the needs of the college. At Bakersfield College, ever since **(name redacted)** became Chanceler of the KCCD, the unity and collaboration across departments, Administration, Faculty, and Classified is not there anymore. It seems every department is not willing to work with each other. There has also been so many people that moved to the district with the chancellor, at times questioning the positions created and were they really needed. We had so many people moving around like musical chairs in administration that sometimes you don't even know who is over a department. It was bad enough that you could not even say who was filling in for BC President withing the past month.

No College Provided: Adjunct Faculty

Being a large district covering many miles makes it difficult to collaborate. Since Bakersfield is the largest college in the district, Bakersfield College tends to override many of the smaller colleges preferences.

No College Provided: Classified

Well - I hope this is really anonymous. I am skeptical. Hinder collaboration, innovation, and employee well-being - Early College staff have not been treated well starting in July 2024. I am not comfortable writing specific things. Employee Wellness - Please bring back the 4 wellness breaks a week for classified employees. It really helps - especially during the summer when we work 4 - 10 hour days with a 30 minute lunch.

Bakersfield College: Adjunct Faculty

Program chairs in **(department redacted)** neither accommodate nor work with adjuncts request for classes. This summer I had asked for three online classes, so I can **(situation redacted)**. The chair gave me two in-person classes. For fall, I requested three online classes for the same reason. In return, I was assigned three in person. The refusal to work with me and enablee to **(situation redacted)** is sickening.
This survey is an example of a specific practice that impacts employee well-being. While this survey purports to be anonymous, it requests enough information to easily identify respondents based on location and job type. Such a survey should be outsourced to a third-party outside of KCCD.
There is a lot of distrust on campus still because of the Liberty Institute and I worry that as we get closer to the election, some will use the opportunity to project their own political agenda.
Dept head and dean are very supportive and available when needed.
Meet Reggie Bolton, A3's Athletic & Academic Development Advisor! He was a college football coach for over 20 years with decades of recruiting experience He's a college administrator (Athletics Director at BC) He's a Dean in the Dept. of Kinesiology He's a parent of 1 college athlete and 1 high school athlete Reggie leads our Recruiting Academy where he helps student-athletes navigate the college recruiting process and develop the skills it takes to be an elite, recruitable, investable student-athlete. He keeps evening office hours to help support our athletes at A3, whether it be helping them make an in-season plan or make sure their mindset or academics or are as dialed as their physical skills. We are honored to have Reggie Bolton on our team!! The spring cohort of the Recruiting Academy just began and we're forming a waitlist for the next Academy in Fall 2024. Stay tuned! I don't understand how this behavior is ethical or acceptable when athletes are being recruited away from BC. BC Athletic Competitions are held in the late afternoon or evening and **(specific person and situation redacted)**
Lack of training provided to those in classified and management positions, and the work schedule: in person and zoom clarification are needed.
Dual enrollment. The way it has been introduced and enforced. Allowing sister colleges into other college's service area
I'm still getting accustomed to BC. The team I'm part of has been fantastic—everyone's friendly and ready to offer help. However, it's been challenging dealing with other services, which has impacted my work performance. For instance, it took more than a month to gain access to my email, and Adobe access also took over a month. Despite having all my paperwork sorted out two months prior to starting at BC.
Bakersfield College is an institution that depends heavily on its adjunct staff to be successful. Unfortunately, it is very disappointing that these faculty members are not provided an opportunity to provide an exceptional learning experience because of such short lead time to review and refresh courses. This is because the Adjunct Professor can only be offered employment less that two-weeks prior to the start of the semester.
The insistence that in person classes host tests, quizzes, and exams via pencil and paper while also not providing scantron readers or advertising copying services to adjuncts is disheartening at best. Additionally, the communicated policy that papers should be turned in by hand for in person classes doesn't allow for the use of plagiarism checkers and other electronic aids that are helpful. Adjuncts receiving the courses full time faculty does not desire to teach and having little say over modality creates an us vs them environment.
having a presence of Black and Mexican history and culture helps support the community most disproportionality impacted on campus.
In my department, there are some faculty that cause turmoil. The turmoil includes but is not limited to bullying, intimidation, yelling, threats, and disrespect. When confronted, these faculty then are/have been able to bypass the supervisors and find protection with highly placed management. This has caused many to avoid the workplace, be

afraid/intimidated, and question whether working at BC is worth it. This is a problem at both ends.

Funding

To support our students and employees, the college departments depend on thousands of manual tasks or processes that use rudimentary software implementations. Our District population and District services continue to grow, but our IT department is not aligned with the needs of the students and employees in a fast, innovative technology world. Hence: 1. Rudimentary and unreliable remote work environment. How many hours do employees lose every month dealing with bad JAG or RDWeb performance? How much does it impact our work and services every day? 2. Multi-year project to move forward with Ellucian cloud, which will only backtrack KCCD to a baseline (less functionality and less customizations) system and hinder development and innovation. Employees need to be able to provide more services and be more efficient. 3. Multi-year project to move to AWS - costing the District millions to implement. How many more years and money is IT going to waste before they can provide a return on investment? 4. Continually outsource IT services, using vendors as scapegoats, and not taking ownership of failures/risks. Do we not have highly compensated experts in IT? 5. Too many late, dropped, and failed projects. History shows that KCCD IT cannot manage projects efficiently. A few examples: Schedule , Banner workflows, marketing solutions, and college websites that are very difficult to use when we are looking for information. And now, the Ellucian Experience system, something that IT is rolling out and a system that has too many problems; problems from infrastructure to the user interfaces. Why is KCCD IT using our three colleges as piggyback to help Ellucian develop a cloud (very limited) solution? Does IT look out for the college's best interests, Ellucian's, or IT's own interests? I strongly recommend that a closer look is given to IT and find out what is really going on with their broken system. Should consultants be hired to investigate if the District IT Department is moving in the right direction to serve the best interests of our students and employees?

There are too many administrative layers to get anything done quickly. While this is necessary in some cases, it also generates a lot of problems when something has to get done quickly (i.e., purchasing).

Bakersfield College: Classified

Refusing to accept the changing landscape of the modern workplace by not authorizing remote work for those employees who require it for accessibility reasons is simply unacceptable. By encouraging a culture of not providing zoom links for meetings, remote access laptops, and other crucial remote work options, BC and KCCD are forcing their disabled employees to either subject themselves to the daily trauma of existing in a disabling environment, or put themselves and their jobs at risk by disclosing their disability. And let's be honest, laws stating an employee can't be fired because of their disability simply don't work in a state that also allows employers to fire employees without cause.

I've been employed at Bakersfield college for close to five years. I resigned and came back to another department. So have my other peers, they also resigned and came back to another department. We need to look close at the toxic culture that some departments bring. If your loosing good people, good employees, and you have a lot of turn around in this particular department then you need to start looking at the people in charge. Start there so that you don't continue to loose good people that are burning themselves out because rather than lift you and see you shine they are making sure you stay put.

We are BC is a culture and we as employees do work well together and love this place. There are events for Christmas and not vary many other events held for staff members to show appreciation. We do not get any kind of recognition awards offered to all staff members unless nominated. Even if it is just for every year of service. Our pay is very low for the district and in fact does not meet inflation rises, fast food now makes more than

many employees here. Pay should go up for all. Also, we are not even given a full day of sick time per month as our shifts are 9 hours we should be given 9 a month and we work long hours and should have more time off/sick etc. available to us. There should be some kind of employee center that offers us discounts, resources and other services just like for students. I also think we should have an employee gym/cafeteria to keep employees healthy and active.

In my experience working with several departments across campus, there seems to only be two kinds of managers: those who micromanage far too much and those that don't take action nearly enough or at all. The vast majority of employees don't need their manager hovering over them making sure they're staying on task. That only creates a more stressful environment where employees have anxiety when their manager is around. Other managers don't take charge or handle issues within their department. They just try to sweep everything under the rug and hope that it doesn't get brought up again. Those problems never get resolved and create resentment within departments.

In recent experiences being new employee at KCCD-BC, I have observed instances where the lack of communication and shared information between administration and classified staff has hindered collaboration, innovation, and ultimately employees well being. The gap not only affects productivity but also delay personal growth and learning in our roles. I have been hired to work under a grant for BC however, yet I have not received transparent reasons behind these decisions. The lack of clarity is hindering my opportunity for growth and collaboration with my team members. I strongly believe being open and honest with employees builds a positive work environment.

Please Note: these observations DO NOT reflect on the new BC president, nor on the new chancellor, as they have only just arrived, and they both have my deepest sympathy. Sadly, it would require more than eight-hundred words to adequality state all the ways in which the district, and BC in particular, hinders employee collaboration and employee well-being. "Innovation" is a bit esoteric for me, so I will not address that. The college (and the district) has historically worked their employees to the bone. Excessive workloads, long hours, unpaid overtime, unpaid required attendance at events, and no regard for employees' personal boundaries or health and wellness has been the norm. We've even been shamed for choosing to NOT address our communications to our "BC family," a phrase that is so incredibly toxic and passé. We are gaslighted at every turn. Distrust is fostered from the top down by way of shady business practices, a lack of transparency, unscrupulous hiring practices (positions created specifically for certain individuals, including fake interviews placed on calendars to legitimize the hiring of that person), and the list goes on and on. Abusive administrators have been allowed to reign terror on their employees for years. These administrators have been protected and their deeds have been ignored by HR and the executive team. Speaking of HR, they have been woefully understaffed and under-gunned for the nearly twenty years I have been here. "We are short-handed," is an excuse that only works for a few months at most. After twenty years, that just translates to continued incompetent leadership in Human Resources. As far as collaboration, it is nearly nonexistent due to the high level of toxicity and infighting amongst faculty and even administrators. We are siloed by our status as either being from the "instructional side of the house" or the "student affairs side of the house." At BC, even our two VPs cannot collaborate in a meaningful way. The old saying, "The fish stinks from the head," has never been more true than it is at KCCD and BC!

BC used to be a wonderful place to work. When you became employed at BC it was a career choice and employees stayed 30 plus years. The last several years, the culture has changed, and us experienced employees can not wait for retirement at 20 years even though our plans were to stay 30 or more, because we feel we are being pushed out by management. The younger employees do not stay much more than a year because some of the managers in certain areas are mean (sorry, i can not think of a better word). I

actually saw an employee get written up for being 1 minute late and it was a day they had the parking lot blocked for an event so she had to drive to another parking lot to find parking, which parking is another problem whether you are staff or not. In another Department they had a Director who was here for a almost 2 years before she was let go, right before you came in to save us from all this evil. Every single person, except one and the employees she was able to get rid of, went to her Dean and HR and complained, begged and cried for assistance. The managers were not respected, the counselors were not respected and anyone else was not allowed to speak to her. And if you questioned her the standard answer was "There is nothing you can do because I have connections". So, Contracts were left undone, student complaints were unattended to and the department fell into disarray. We are still working on contracts and trying to bring the Department back to the once thriving and bustling place it used to be. We are a Federally Mandated Program so we are very important.

Hello, I have been a part of several departments on the BC main campus, and I have been subject to workplace bullying, harassment, and verbal abuse.

Example when they opening day happens people from food service cannot engage with other colleagues because they have to do that And we need more support to engag. Because this make us seem like we're not part of the college, because we never can be involved in things That goes on in BAKERSFIELD College. And we would like to have more support and food service to benefit the employees and the well-being of the students for example cannot be students so that make it difficult for people that wanna better themselves and their education so that would be a good support for for the people that work in the service department.

Supportive behaviors, practices, and norms within the Kern Community College District that promote collaboration, innovation, and employee well-being may include: 1. Encouraging open communication among employees and departments to facilitate collaboration on projects and initiatives. 2. Providing opportunities for professional development and training to support innovation and skill development. 3. Recognizing and rewarding employees for their contributions to the organization's success. 4. Promoting a culture of inclusivity and diversity to foster a sense of belonging and well-being among employees. 5. Offering flexible work arrangements to accommodate the needs of employees and support work-life balance. Hindering behaviors, practices, and norms within the Kern Community College District that may impede collaboration, innovation, and employee well-being could include: 1. Lack of transparent communication and information-sharing, leading to silos and a lack of cross-departmental collaboration. 2. Resistance to change and new ideas, inhibiting innovation and creativity among employees. 3. Inadequate resources and support for employees to pursue new projects and initiatives. 4. Micromanagement and a lack of autonomy, stifling creativity and motivation among employees. 5. High levels of stress and burnout due to unrealistic workloads and expectations.

Supervisors have not been physically there to help out the employees. Having a LAZY EMPLOYEES complaint of unnecessary problems as well as causing problems.for other employees. To be more involved in BC EVENTS AND MEETS, for example our supervisors didn't want us to go to the active school shooter training for the whole campus.

There seems to be a lot of in-fighting, factions, and political agendas of individuals in administration that hinder the ability of administration as a whole to work together for the greater good of BC and its students. This leads to not only disruption of BC's mission at the administrative level, it results in top-down confusion as admin manages to create and cultivate an adversarial relationship with faculty and classified groups as well as within itself.

A significant norm is that newly hired employees are not provided with a structure or training in their designated roles. As a result, newcomers must find alternative methods to navigate through different departments on campus. It would be beneficial to establish

an academy specifically for new employees, where they can explore various programs, departments and engage with others in similar classified positions. Occasionally, certain supervisors/momagers lack friendliness and empathy in their management approach.

At the campus where I work there is a culture of intimidation and distrust The previous (name and position redacted) although he professed a culture of collaboration, he actually created a culture of divisiveness and competition among departments that needed to work together. I witnessed incidents where he yelled at directors or other management staff and pushed them to complete another teams work behind that director's back. This caused conflict between two departments that should have been collaborating and working together. Even though he is no longer working on this campus, the culture still persists. Student Affairs managers feel that they have a right to intimidate, yell at, or verbally attack their employees. When incidents have been reported, their appears to be no resolution because the person continues to repeat the same behavior. In my current position, although the Dean of Counseling is not my direct supervisor, our counseling and advising team is provided information that changes back and forth from meeting to meeting and this causes us to question what we are doing and what are the differences between the roles of Educational advisors and Counselors. We also have a tendency to start new programs or initiatives and not do an open and honest evaluation of the program to see if we failed to meet the intended outcome, if it is worth continuing or if there's room improvement or changes. We have a tendency to continue doing things and not evaluating the results.

Specific examples of behaviors, practices, or norms within the Kern Community College District that hinder collaboration, innovation, and employee well-being include: - Favoritism in hiring and promotion decisions, where personal connections matter more than qualifications or merit. - Lack of transparency in decision-making processes, leading to distrust among employees. - Limited opportunities for professional development and cross-training, stifling employee growth and skill enhancement. - Instances of micromanagement and bureaucratic red tape, slowing down progress and innovation. - Unequal distribution of resources and support, exacerbating disparities between different departments or campuses.

Communication between various Departments, Faculty & staff when it comes to changing processes, could improve. So that when students are inquiring about the status of whatever their requesting, staff will be able to provide an appropriate answer.

When working the window, and have multiple tasks to complete there is only sometimes 2 hours to be able to ask for assistance with support for emails to managers. Some of us feel micromanaged or like we are brushed to the side. Some employees are allowed to be on their headphones when they are not in meetings and often when they are the support for certain processes, we have to speak loudly to attempt to get their attention to receive assistance or tap them on the shoulder that can be time consuming and creates a barrier for productivity. When there is a high volume of phone calls in the office from students not all the employees cooperate to assist with phones only a small amount.

While I am unable to attest to the behaviors of other departments or programs, the department I am assigned to is extremely welcoming and supportive. Since day one, I have been presented with friendly smiles and demeanors. Working in a fast-paced and, at times, overwhelming department, my colleagues have provided the support needed to succeed. To begin, I was provided with in-depth trainings and a team that is always willing to help. Throughout the trainings, I have been provided with the necessary information needed to complete, or at the very least, begin to process an inquiry. In the event that I need further assistance, I know that I am able to rely on other members in my office for assistance. The team is extremely group oriented and is willing to step in to assist when the time calls for it.

(department and specific allegation redacted) and said employee still kept his/her job. There is another employee that is so toxic and hateful, she/he makes the department

utterly miserable to work in and management does nothing to stop either of the above situations.
As I have served in several hiring committees I have noticed that they are bias towards the person someone knows and not necessarily the most qualified. **(specific job title and allegation redacted)**. This type of business practice shouldn't be allowed.
There is talk of self-care, but the practices do not back this up. If something needs to be completed, it is implied to "get it done at all costs." Especially if the directives are coming from a certain area. More of a "rules for thee, but not for me" attitude on campus.
Managers micromanage classified staff. Experience isn't respected and frontline employees opinions on operations aren't taken into consideration. There is zero opportunity for advancement.
The culture at BCSW is slow growing. I feel like we don't we enough services to offer our students. Such as a pantry, ID card printing capabilities, along with more consistent food trucks. I feel we are trying to make a positive impact around the campus to make people feel welcomed and comfortable to speak to any and all staff in the building.
Personally, I feel the culture we have in my office is great. It is definitely a busy and stressful place, but that is balanced with moments of good conversation and human to human connections.
It is my opinion that KCCD is a wonderful place to work. The pay is competitive, and the benefits are good. But I think there are a few thing's that could make KCCD a better employer. First, I was not able to negotiate my pay over the 3rd step, I think higher pay should be considered for those who offer a great benefits back to KCCD. I am a person with over 20 years of experience working for a fortune 500 company, my previous employer invested large amount of money in training me. Secondly, I think there should be a mandatory training program for new employees. When I started at BC I had to reach out to other support staff for training and sort of teach myself. I think the employees of KCCD would greatly appreciate real training program.
Bakersfield College's Admissions and Records office needs serious improvement: 1. 24 weeks (6 months) for an external transcript evaluation is excessive and directly, negatively impacts student success. We either needs more evaluators or better workflow. The average for evaluations should 6-8 weeks, not months. 2. The office frequently botches student records, I have had to reach out to them several times to correct what could have been serious errors (impacting students being able to graduate on time). 3. I frequently hear feedback from students about how rude and unhelpful the people behind the counter are and it is known around my work area that Admissions and Records is not student-focused and regularly interprets policy in ways that harm student progress. The whole area needs better training and leadership. At the district level there are some serious technology issues: 1. This semester, the open registration dates were wrong for many students (they were showed 4/10 instead of 4/17). This caused much confusion and impacted student success when the mistake was realized and the dates changed without any message sent to the impacted students. Students are frequently shown the wrong registration dates (happens every semester). 2. Not sure if this is district or college specific but the on-boarding for new hires takes far too long. I did not have access to Banner or other areas for almost a month after my start date. When access was granted it took almost another month for me to be given the proper access (we had to submit the request 3 times).
I got support from Chairperson and Dean of Instruction for Science Depts. laboratories on the following areas: 1) Clear Communication 2) Support each other 3) Team Work. 4) Making sure that students will always have the lab materials, items, etc, needed for their laboratories.
Many of the admin and management I have interacted with dehumanize the Classified Staff. My current Dean is the worst at creating a positive working environment, collaboration, and trust within our department. She constantly advises me to do

something one way, then turns around and says it's wrong because her favorite employee didn't like it. I have witnessed and been victimized of her biases and favoritism for an unknown reason. Rather than hearing issues and trying to work with the department on solving real issues we face daily, the Dean ignores and calls it complaining. This is the case with other departments when I speak to my fellow Classified colleagues. These behaviors are common within the district. I have worked is different departments as a student employee, temp, and Classified staff, and there is a culture of discrimination, victimization, and dehumanization brought on by the administration and management of Bakersfield Community College.

What I feel that hinders our department is the managers going around checking to see what we are doing but aren't making sure that everyone is working. They do not set great examples of what things they tell is not to do but they do them as well. They withhold information about the department and when it goes around, they play like they didn't know. Our technicians and assistants are all classified, and we are divided because of our titles. I don't like that because it makes some technicians think they are above assistants because of their titles and how some managers treat them. There is not that much support in our office. They pick and choose what staff will go to conferences and then makes the stuff do presentations on what they learned but the managers don't have to do the same. It's like when they go to conferences they do not come back and let the staff know what is going on. My office is so private that it's a problem if we talk to other staff members and that's not fair, we should be able to be close. to other staff regardless of what department they are in.

Hinders collaboration - District positions or district departments created or moved from campuses to DO without going through the proper channels of review, i.e. BC Dual Enrollment/Early College move to DO.

Often times due to the focus of many issues on the campuses being set on personal agendas and not on actual curriculum and teaching students, which should be the real reason we are here. Too much time is spent on social concerns instead of teaching. Not to say social issues are not important, but note a role a college should be playing in that arena. People like to say there should be a separate of church and state, but why does that not apply in education. Colleges need to stick to education and stay out of the social/political arenas because so much time is spent on the social issues that education is put on the back burner. Also, because of all the social agendas and groups, someone always gets left out even though they say it is all inclusive.

A hinderance to all (collaboration, innovation, employee well-being) is when an employee is told they can't use their vacation time. Even though the hours are subject to lose. The support is when you reach out and truly feel some people are really there to assist sharing their knowledge of processes or procedures.

Although I have plenty of examples of the terrible behavior and norms that take place in our office daily, I am not interested in the potential and likely repercussions/retaliation that will likely take place. Very odd and insinuating remarks have been made about the completion of this survey and my personal preference is to avoid this situation.

Leaders offer support, answer questions, and organize certain time periods when team members are able to ask for support. If there is no more time left, we are given the time slot each day so that team members can prepare for when time comes, questions, support can be given. Environment is very fast paced. However, there is communication within the team. The teams are organized where only certain people can answer questions or provide support.

There is a culture of resistance to change and growing with the growth and change of the students that are served. There is discussions of equity and inclusion, but this is not practiced in the staff, faculty and leadership that is hired. There are concerns about leadership in certain departments that have so much turnaround with employees. Admissions, Financial Aid and Human Resources . There should be a deeper dive into why

that is happening. There is not a clear training design offered, it is more of a shadowing and there are varied styles. Processes are not always consistent.

Often times when policies or funding regulations are not followed their is no accountability or reprimand to deter them from reoccurring within the same offender or offense type. The support of hindering of collaboration is often present when one area is not on the same page or understanding of another and blurs the clarification of whom is responsible for enforcing the process and procedures in place.

I work in an environment that causes a lot of anxiety and unfortunately that is normal for this department. We have a lot of turn around and it's not just because we do so much work and are under paid, it's also because the work environment can be hostile. There are multiple people in this department that are scared for retaliation and have anxiety just waking up to go to work. We were basically bullied about completing this survey and being reminded that anything we submit is not truly anonymous. Keep in mind, we all know there is some way for IT to pull this information but for our head supervisor to put that out there kinda seems like they're just trying to protect themselves. We are constantly told to do ABC and have emails that state do ABC but get spoke to because we didn't do XYZ. We are told we can't be literal in this office or we won't make it. Working in this office can be frustrating because we have to question somethings and then follow others to a T but then have to justify things we didn't question. In addition, I think management feeds off of our reactions. Management in this department is not ideal. They do not communicate with each other. We are told to connect, as an individual we do and then we get spoke to because we followed up with the incorrect manager. Managers in our department do not take accountability for their actions and it's exhausting. Everyone mentions when you work in this specific department everyone will want you. It seems like once you start here you are stuck. I have seen people apply for positions who are more than qualified but get passed up and I believe it's because someone in our department is sabotaging that.

The department of Admissions and Records is one of the most problematic issues in the district. Our department has problems with the staff and managers often. This is the common thought about Admissions known around campus. Sometimes it appears that Admissions would rather turn students away then work to enroll them. They seem to have a constant turn over of staff and then the new staff hired do not get adequate training.

The department I work in has rules for the Managers and Director which are not available to Classified. They take days off and do not record it. One of them was heard saying that they work extra time so they do not need to record days off. They dock employees for being 15 minutes late which I agree with, but who is holding them accountable if they are hiding what they are doing?

- In the (specific amount of time redacted) since I have come to BC as an advisor, I have not seen a single advisor be promoted to a counselor. No matter the experience, knowledge, qualifications, or education. It is common knowledge that for an advisor to be encouraged, they must actually leave BC and then reapply as an advisor. I have seen three of the most experienced and knowledgeable advisors, who were frankly more knowledgeable and hardworking than any of the counselors, leave due to this lack of opportunity. -One of these advisors, Dina Hallmark, began the process of creating a training manual for new advisors and as a general reference book. This should have been done years ago by the Dean of Counseling. Since Dina left to receive a higher-paying position in higher education, where her hard work and level of expertise were recognized, no work has been done on this manual, and it has fallen to the wayside. -

New hire advisors receive zero training to prepare them to do their jobs. - Weekly renegade success meetings continue to provide no real, meaningful training to help advisors do better at their jobs. - Advisors are regularly criticized for mistakes made during the Renegade Success meetings, and it is made clear that they are viewed as inferior to counselors. - To the best of my knowledge, no advisor is ever, or at least they are rarely, confronted when they do something wrong or are not giving out the correct information. So, we have a culture of being criticized as a group, but no meaningful action is taken to provide personal feedback when an error is made. - While a clear class line is drawn between advisors and counselors, more often than not, advisors do the EXACT same work as the counselors for lower pay and, more importantly, while working more time out of the year. - When certain advisors are not favored by those in charge, those in power make it very plain that they should not be hired for new positions. I witnessed this **(specific details redacted)**
One of my coworkers has been an employee of KCCD for over 20 years. He's good at his job, but this person is a highly toxic individual. He is a teacher, and has made students cry and even drop out of the program because of mean and rude behavior. I have gone to our boss many times to complain about him, I have applied for other jobs because, although I enjoy working at BC, I can't see a future working with him. He makes our lives miserable. I'm not exaggerating! My other coworkers all have anxiety when we know he's going to be around, which is a lot. He yells at us, he yells at students, he throw things when he's mad, he curses, he's always complaining. It's just bad! And the sad thing about it, nothing has ever happened. This man has been at BC for over 20 years and I'm sure many people have complained about it. It makes me lose faith and trust in the establishment, because he's seems to be untouchable and he walks around like he owns the place and treat people poorly without any consequences.
In the department I work for, **(department redacted)** at BC (so much for anonymity), there is too much that is controlled by the District. I send my time-off requests to someone who works at the district (we don't have our own department assistant), I believe the district controls the **(department redacted)** budget, etc. There needs to be a greater line of delineation between KCCD's **(district and college departments redacted)**. For my department itself, things have been going pretty well. We collaborate often, and I feel we work together well to get things done and find solutions for our respective jobs/responsibilities.
There are three officers in the college safety office that should not be employed! The **(identifying information about an individual redacted)** is extremely toxic and is constantly creating chaos within the department and management can't seem to get her under control. The **(identifying information about an individual redacted)** It's very disturbing! Last but not least there is **(identifying information about an individual redacted)**. The morale is terrible in the college safety department. The college safety department is in need of management that is willing to do the difficult job of protecting the rest of the team from these toxic people!!
Student involvement with school activities as well as encouraging students to continue and pursue higher education as well as transitioning to UC or Cal State universities is a great asset to BC. Foundation does an excellent job at acquiring donors for our school.
It seems that KCCD has a history of hiring managers that fall under two categories: Overbearing or detached. Overbearing managers like to hover over their employees and control every aspect of their day and the tasks that they perform and the manner in which they are done. While control over processes is pretty standard, the depth of managerial interference is alarming. Stress levels are high and turnover is alarming in certain departments. The detached managers are especially prevalent, particularly in my experience. Detached managers leave their departments to fend for their selves. This leads to unresolved conflicts and a sort of tribalism that fractures the department. Underperforming team members are left in place and unaddressed. Because of our

mission of support to the campus and everyone that is here, the rest of the team has to perform the work that the underperformers are not doing. This leads to animosity all around, high levels of apathy, and additional stress to complete tasks that were never originally the responsibility of those that are performing them. When there are genuine complaints that require managerial intervention, the detached manager is not there. These problems continue unresolved as they have for years now. Conflict is never addressed and squashed, so it remains ever-present. Bad employees are never seen being bad, so nothing is ever addressed by management; even when highlighted by employees seeking some kind of resolution. There is a common feeling that there is no reason to be great at a job. There is no recognition for doing a good job when you can just complete tasks at a low bar and that is good enough. Since the bad/underperforming employees are passing in the manager's eyes, that is the bar to meet. There is no reason to soar over the bar when you can just crawl over it and be moderately better than the others. The biggest problem with management is that it seems like there is never a solution. There is a major avoidance in dealing with problems, even when problems are presented and highlighted.
sorry for the typos but im trying to do this quickly because I have like 10 over-due projects to do. Per above, there is too much work to do and no one has the time to take care of themselves, or to think about how to make processes work better, take the time to communicate about how work is done and why, they just seem to go with the flow an tread water, so to speak. A specific example is **(specific details identifying individuals redacted)**.
Office of Financial Aid Hostile work environment is stressful for the classified employees and student workers takes a toll on mental health. This type of environment can hinder all student's experience.
NEPOTISM, BIAS, incompetent management/poor leadership, reprisals, and the mistreatment of classified educational advisors to potential grow and promote to counselors. The Counseling Department is a great example of oppressing educational advisor. The culture started when **(name and title redacted)**. He, and the management under him, made it well known that educational advisors will not have the opportunity to get promoted to counselors or teach the student development classes. **(details identifying individuals redacted)** How is that possible? The Counseling Department/management are bias and oppress educational advisors for the opportunities to promote to counselors. The Human Resource Department puts on a training, Screening Committee Workshop, and presents about bias. Summer 2023, the Counseling Department hired two counselors. About eight Educational Advisors applied (some have over 10 years experiences and teaching experiences) and not one Educational Advisor got the first interview. It was mentioned by a counselor that **(details identifying individuals redacted)** The questions we have, how is this not bias? How is this not a violation on Title V (one of many violation), requires steps to promote staff equal employment opportunities? Why is **(name redacted)** oppressing the educational advisor the opportunity to grow? Why is Bakersfield College Administration letting this happen? I find it ironic that we do not qualify to become Educational Advisors but other colleges have hired past Educational Advisors as counselors. When you compare the roles of what an Educational Advisor does to counselors, we provide the same services to the students. The only differences, classified versus faculty titles. These are issues we can not address because, we will be labeled as a disgruntled employee, "blacklisted" or, reprisals.
Nepotisms: ● There are multiple areas where people are related. These relationships influence the operations of departments. There is a facade in the reporting structures to imply impartiality but it is evident to impact of practices, promotion, accountability, and progressive discipline. ● Friend hook-up's eliminates fair and equitable hiring practices. ● The relationships between friends/siblings/lovers prevents disciplinary actions when warranted. Infraction are often overlooked. ● The grievance process for

students and personnel lacks integrity. Unfair hiring practices. Selection committees have the same people on each committee i.e. friends. Without diversity in participants and diversity in thought, new hires are only replicas of hiring manager. Predetermination of hire: It is often common knowledge who will land a position prior to interview. Even when an applicant has performed horribly in the interview process, they have landed positions due to a biased committee and relationships. Adjunct can teach for years but rarely land tenure track positions. How can they competent to teach but not good for FT employment. Educational advisors are rarely promoted to counselors. Many have performed the same duties as counselors, built programs, and taught as adjunct but are overlooked for promotion. Conference attendance inequity. Training and networking happens at conferences; however, the same people attend all the time. In many cases, supervisors take their friend to a conference that is not related to their position. Conferences are used as an award to the flunky or bribe to other managers. Funding is wasted because the information is not applied in the department. Great people leave departments or the college due to favoritism. Toxic work environments. There is an abundance of egos and power tips that happened daily. There are too many bullies at BC. Complaints are not addressed in a timely manner.

Just do not bring families and friends to work in the same department, and no favoritism. All must be treated equally through all levels.

see#3

Abusive supervisors that go on too long and are protected by Executives, due to race fear of being labeled racists.

My department is known to be a place where no one should work at because of the hostile work environment. We are constantly being overworked while understaffed. It is normal practice for most, if not all, of my coworkers and I not to take a break to catch up on work that is required to be completed by a certain deadline. We are told to connect for any questions or concerns, but yet there are more times than not when everyone who should support us is also busy, thus we cannot provide correct information to students, staff, or faculty.

The constant berating from some managers. This behavior is not normal. Bakersfield College is about inclusivity and making individuals feeling included and safe. What about the employees and how we feel? There are times when as an employee I am walking around eggshells in my office. There are ways to give employees constructive criticism without them feeling belittled or like small children who are being scolded. We are all adults. Maybe managers need to take courses or attend training on how to better communicate with their staff. Also, we should all be allowed to take our breaks without feeling guilty or the pressure of workload coming back. NO ONE should feel like their job duties will be affected because they need to take time to step away from their desks. It is the duty of management to ensure that there is enough coverage, so everyone is allowed to take their 15 minutes.

At Bakersfield College it is normal practice to have very manual processes and procedures. Manual practices such submitting paper forms to Admissions & Records, Counseling & Advising and EOP&S Offices. Some of the paper forms include the Repeat Form, Overload Petition Form and Preliminary Transcript Review. Also, for large events (Graduate, Freshmen Convocation, and Registration Rocks) the work is very manual such as the RSVPs, prepping staff, and student check-ins to an event. It seems Banner and other programs the district has purchased should be able to streamline processes and make projects or events more efficient. New staff should receive adequate training, so they feel comfortable with their position and know how to complete their day-to-day job duties. At BC I like to say it's a 'sink or swim' mentality because proper training is not usually provided. New staff are left to find information on their own or figure out how to get tasks or projects done. Behaviors between management and staff is not good. Management in many departments of the BC campus work classified staff ragged. There

is an uptalked about expectations that staff work overtime for pay (if the budget permits and only in specific departments) or staff must flex their work hours. Although the CSEA contract section 3D (page 12-13) states "Overtime may be compensated by time off or extra payment as mutually agreed by the employee and immediate supervisor." management at BC forces classified staff to take paid overtime or flex work hours. For some staff, paid overtime is not ideal. I understand some events must be after work hours to meet the needs of our students, but when management does not offer both comp time or paid overtime it is not fair on the staff and brakes contract agreement.

1) It appears yelling, berating and speaking to staff in a demeaning way is becoming the norm with some Directors on the BC campus. Specifically, the (job title redacted). She has gotten away with treating staff poorly & disrespectfully for several years. Her behavior has caused a high staff turnover. Staff are applying for other jobs outside that office or away from BC. For those that aren't as fortunate to find another job, they are suffering from physical and mental health issues due to her verbal abuse. There are a few employees that are no longer in that office that continue to suffer from PTSD. This sort of behavior needs to stop! Running an office by intimidation and threats is causing a significant impact on employee morale and workplace toxicity. 2) The district continues to hire high paying Management positions, such as Program Managers. BC doesn't need a Program Manager for every initiative that comes along. Site Supervisor is also another position that is not needed. Why do departments need Site Supervisors if they already have Program Managers or Asst. Directors? The district also continues to promote Manager positions, such as Executive Directors or Executive Deans. Lastly, why does the district create high paying positions where they aren't warranted; such as Deputy Chancellor? I hope this position will not be filled after Dr. Dadahboy retires form KCCD.

THe behavior of the managers is almost so unprofessional its unbelievable that some still have their jobs. The managers in my department are constantly closing their doors with their favored Technician II and will train only a few favored technicians on the new process. For example, my acting director's favorite Technician, whom she has verbatim stated that she is loyal to her, will voice her opinion on a new employee and if the technician favors the new employee, then the new employee will start working on advanced training before others who have been waiting for training. The technicians assisting at the window do majority of the work and possibly up to about 200 emails a day, are not allowed to eat at our desks, are not allowed to listen to music, while other tech's of the same category get to listen to podcasts, have meal at their desks, go to break whenever they want. We are called robots and bozos all the time. If the "favorite technician" does not agree with you, regardless if she was right or wring, our acting director will always side with her and say we shouldn't have disrupted her. While we are ALL Technicians in the office, some are not required to assist with processed because they are always being pulled to do special projects while other technicians have to take on the majority of the work. So because we take on the majority of the work, if something is done wrong we are blamed and told we need to check our notes in stead of assisting us. We are not allowed to ask certain employees in the office, techs and other managers, for help.

innovation: some coaches are not updated with Technolgy, they are stuck with their old ways and are not receptive and wanting to learn from staff; scanning and emailing documents to support staff is challenging for some coaches. employee-well being: faculty and coaches treat classified office staff and student-athletes very poorly, there have been many cases from students athletes that are reported (name redacted) does nothing about them. Parents have gone with students to complaint about coaches, but (name redacted) supports the coach in a way so that the athlete case does not go to our KCCD HR district office. (specific situation redacted). Coaches yell and approach office staff with attitudes and violence/aggression. (specific situation redacted)

Regarding the training and professional development topic. I applaud the effort and investment into training; however, i think that it is critically important that all trainings should be videotaped so if attendance is not possible, employees can still be kept knowledgeable about the topics covered.

Unethical and unprofessional behavior Data is falsified in reports Dean and Program Director will tell lies to other departments and students. If you don't go along with it, you are on the hit list. Classified not submitting absence report when out of the office. Intimidation from management Volume of work is not equal for classified in same classification. Difficult to take time off. Manager won't assign work to other staff. Therefore, I am behind when return.

The processes within some of the departments are really difficult to work with. Some of the processes do not leave a positive impression to outside Vendors or others that are dealing with certain departments. 1. Business Services: I don't understand how a department functions strictly via email. They have no contact information in their emails and if you request to speak with them by phone to quickly resolve an issue, they never call you. You just keep getting emails and they don't even acknowledge your request to speak by phone. It can take days to resolve issues going back and forth via email. 2. Contracts Department: When we have contracts for processing, we are expected to communicate with the Vendor to make sure the contract is in order. The contracts department sends us information to relay to the Vendor. We are not contracts qualified. We are going back and forth between the contracts department and the vendor when, if the contracts department would communicate with the Vendor contracts could be processed quicker. This is also a process that can take days or weeks to finalize. Why can't we just send the contract to the contracts department and let them take the lead on getting the information they need. 3. HR: Why is it necessary to for faculty to complete any TEA paperwork. Hiring should start and end in HR. Why can't a prospective hire go to HR and complete the paperwork instead of the department being responsible for getting the paperwork from the candidate and sending through for processing especially when it is going to end at HR. And then once HR receives the paperwork, they will contact the faculty or department to contact the candidate to get more information. You also can't get answers from HR as far as benefits. No one wants to speak over the phone. You may get a link via email. 4. Training: I can't believe there isn't a dedicated Training department with experienced trainers. Classified staff are thrown into positions and have to figure it out. Anyone hear will tell you that is what happened when they were hired. At BC we have had Support staff training but 99% of the information is presented by department people that don't know anything about how to train or present information which makes us feel the meeting was a big waste of time. They also have a tendency to present the same information over and over. We need EXPERIENCED Trainers to train on information we need. 5. Scheduling Department: This department doesn't and won't talk to you at all. You only receive emails of screenshots that you can barely make out. It is always an email conversation. If you need anything from them expect your day to spent on email. When we need help the response times from these departments, for the most part, is really slow. The information above is so frustrating. We just hear and are told that is the way it has always been.

Management and faculty get all the credit. Management can micromanage. Classified staff are underpaid and overworked. No breaks except for winter break for classified staff.

Management micromanages classified staff too much, in my area we don't have control of our own schedule. When changes need to happen they make them sometimes not

even consulting us. When it comes to health and wellness we are not allowed to pick the times we want to take them, they are quick on removing that from our schedule and not giving it back when there is change. Classified staff is always expected to work overtime and provide the hard labor of the work while faculty/admin get the credit. There are so many meetings that could be an email, opening and closing day are to applaud faculty and admin for "the work" they do but dismiss classified. But yet classified is expected to be there, there is no recognition of the work we do. In addition, when it comes to Renegade Success meeting there is no structure, it is always a mess like if it is winged at the last moment. **(position redacted)**, goes off on rants that are irrelevant to our job, there is no follow up on what is promised to us when we have guest speakers and they provide us PowerPoint. It is said by those running the meetings that it would be sent out but I have yet to see a PowerPoint. Like mentioned the Dean, doesn't plan accordingly doesn't get advisor feedback on what they want to get trained in or has a set schedule/agenda. At times they attack departments indirectly "using" them as an example for others to see, not very professional about it. **(identifying information redacted)**. That is not a leader! There are no running notes on the meetings, so if we are absent there is not way to see what was covered/presented. They have multiple DA's that could take notes of Renegade meetings and send them out. When it comes to initiatives, for example the Grad initiatives classified members are the ones working on the project. There is no support from faculty members it is always an expectation for us to take on. It takes away from providing services to students who really need us.

Bakersfield College: Confidential/Management

It appears to be a good old boys and girls club. If you are not part of a group you don't advance or they make hard on you until you leave.

Well-being entirely depends on the department. Some leaders respect employees' professionalism and well-being, while others must improve the organizational culture. There are several problematic departments at BC that do not collaborate well with other departments. Admissions and Records is well-known for its dire need of managerial improvement. Communication is not effective, staff turnover is incredibly high, leading to constant training of new staff who are not as skilled in their area. As a result, we receive inconsistent and conflicting guidance depending on the technician who is helping for the day. This impacts the departments as well as apportionment because of departments not receiving the help they need. There is a clear reason for the department rarely being fully-staffed, and it's causing a disservice to our students. It is frustrating and drags on challenges beyond census date, which concerns me as a budget manager because I see the loss of finances we should receive from the CCCCO.

There have been instances where the District has planned events which are not self-sustaining and, sometimes after the fact, the BC Foundation is asked to cover outstanding costs with donor funds. We are hoping to limit these requests in the coming years so that we can utilize our scarce unrestricted dollars for student-facing programs or other efforts that will advance the BC Foundation's mission.

Leadership plays a crucial role in fostering a culture of collaboration. Leaders should publicly endorse and actively participate in collaborative efforts, demonstrating their commitment to breaking down silos and promoting teamwork. This has not been the case within in KCCD. The culture of KCCD in the past has been more about silos and group mob mentality. This mentality has led to false narratives, bullying and retaliation of employees who challange the norm. In this district, medocricy has become the norm. People who attempt to change or improve the situation are protrayed as angry, insubordinated and difficult to work with. This mindset should be unacceptable in an institution of higer learning.

There are certain areas, typically to do with support activities such as college/campus safety, emergency mass notification, safety training, environmental hazardous waste,

and other related areas in which there is no clear "ownership" and therefore no clear vision on how we move forward as a district. One example would be that PC recently engaged with AmberBox, a gunshot detection company at PC without communicating with the other campuses. I think we all should be unified and approach these types of issues with a united front. In the example of AmberBox we, as a District, could have safe money if we were all to use AmberBox. However, I would say that AmberBox is a luxury item and there are more critical issues to address before something like AmberBox. Clery is another example. We should all be, and do in limited aspects, sharing the responsibility of the annual report. I believe there is enough work, between the report and training that needs to be delivered across the District Who is responsible for creating and leading the vision for College Safety across the District?

First and foremost, the lack of a formalized training or onboarding process. Inaccessibility of information from leadership. Lack of accountability from leadership. Lack of guidance, the expectation of having to read minds and shunned when there is a preference to receive directive clearly. I often feel that I cannot ask certain questions because I run the risk of being perceived as clueless. My anxiety reaches an all-time high every time I face my supervisor because of their approach and history of how they respond to my inquiries or comments. This does not go for all leadership, as there are some who truly are accessible and committed to creating a positive environment.

A culture of 'yes men' has been being built for years. If you have different thoughts, or dare think to beyond 'their' box, you aren't taken seriously and have no chance at advancing your career at KCCD. Fall in line or find somewhere else you "fit in". There is no room for difference of opinion. I thought this was a college campus - where we encourage people to think for themselves - not like everyone else. Group think is toxic and out of control. Jobs are built for people and others have no chance at getting the position. It's disheartening to watch, again and again, and again. If you don't dedicate your entire life, show up early, stay late, volunteer at every event, and be seen everywhere, you are seen as not part of the "family" and not serious about your job or career. Regardless of your personal/home situations. (Specific identifying situation redacted) If you try to have an actual work/life balance, you are shamed as if you are not dedicated. Mental health is talked about and you are told take time when you need it. Yet when you do, you are silently shamed and looked down on. Then they ask about your condition and want to know if you're getting help for your "condition" - sometimes you just need time away because this place is A LOT. Just time away is frowned upon. Also, when you take time off, you are constantly bombarded with texts and calls about work, not allowing you to get away as needed. Health is a priority - yet when you make your personal choices based on your personal health and previous/current medical conditions you aren't looking out for everyone else and get shamed. Do you see the irony there?? My body, my choice. Unless my decision is different from yours?

Currently some behaviors that I have observed as hindering the performance of employees and their wellbeing include: unprofessional language toward other employees when there is upset favoritism in the workplace Inconsistency in leadership directives

I think the saying goes, "Nothing kills employee morale faster than watching bad employees get rewarded." that has been the culture at BC and the district for the past several years. It was frustrating for those who worked hard to watch some people get promoted. People who couldn't even perform in their current role. The politics were obvious and blatant. You could not, however, speak up for fear of retribution. It was so bad that people were terminated for no reason other than being a threat. Others had promotions forced on them and their departments. Lastly, positions were created for friends and loyalists. Strategically placing to them to be able to report back. You only need to look at the departments that are understaffed because people take employment in departments with good leadership. Those departments also struggle to hire new

employees. There is still a cancerous element out there that is not truly student focused and it is deplorable.
As the Chancellor, you really need to take the time to talk to our groups (classified, faculty and management) and provide a safe space that they can be honest and transparent about the treatment and well being of our employees. It is out of hand. The Associate Vice Chancellors have been some of the poorest leaders we have. You will find demeaning and condescending behavior, violations of classified rights and accommodations, putting staff in dangerous environments (lack of care for personal safety), misuse of funds, out of compliance issues, disrespectful comments and favoritism, absolute toxic work environments, retaliation.
Specific behavior which hinders collaboration, innovation, and employee well-being are staff/colleagues in the same department who have narcissistic personalities. They are only great employees to who they want to be great with in order to shine the spotlight onto themselves, they will only go above and beyond to certain people. They will not help the team they are part of or give the same effort, so those other team members see that and do not want to include those people in as much for projects, etc.. as those types of behaviors will try to take all the credit when very little effort was giving by said employee when things go well and then blame others when things do not go well. Working at BC is a team effort.
From my personal experience, working with employees at the District Office have been mostly collaborative and helpful. There have only been a couple employees who have been difficult to work with due to their rudeness and tendency to wear their frustration on their sleeve. There is one particular employee who never attempted to speak directly to me regarding an issue they had, and instead went around me which only made it harder to find a solution (which we eventually did).
Things that hinder: (1) KCCD always seems to be piloting a ton of programs. Innovation is great, but at what cost? We do A LOT of new things, but we don't do any of them well. I would rather see us do fewer initiatives, focus resources on those, and do them well. (2) While we pilot a ton of programs, we are dreadfully behind in common areas such as required training. All online instructors should be certified to teach online; all instructors should take accessibility training; Early College instructors should take the proper pedagogy classes; all instructors should learn how to properly use AI; etc. (3) We do not get enough feedback from students and/or parents about the practices and policies. As an employee, I was frustrated, but not as much as when I became a parent of a KCCD student. We are not student-centered nor student-friendly. Example: It has been next to impossible for my child to have his transcript sent to his UC; after the fourth try, I finally intervened; that should never happen. (4) Total lack of training and onboarding for most positions. (5) People in powerful positions are not held to proper standards. We get really tired of making excuses for other people for things not being moved forward. It is a waste of time and is personally deflating. Example: I put in to hire a position on **(date redacted)** and will not interview until **(date redacted)**.
Right now most admin assume anything coming from the district is coming from **(name redacted)**, through **(name redacted)**. We have to wait on things to happen to get their feedback. We had a great VP of education that was new and **(name redacted)** ran him off because he did not agree with the party line. I don't know of anything positive that comes from the district at this point. It is also difficult to get the three colleges to agree on some issues, mainly because due to size we have very different needs. And the worst dept is the IT. They are constantly telling us wrong answers or not helping in a timely fashion. Forever to return emails, if they are ever returned.
I think the 2 areas of concern for our department is the constant turnover in the HR department. They can't seem to find any consistency there and it has affected our department tremendously. We are constantly waiting for signatures, responses and clarity on multiple issues. The other department that needs to be fixed is the business

services department. they are a very small crew that needs to be bigger to handle the needs of the district. They have only 4 employees, with one never on campus working from home. Bills don't get paid in a timely manner and vendors are constantly cutting us off for late payments. they also never code invoices correctly.

Culture processing time for anything is about 2 months with too many hands in the approval process if they are at work that day, if they see the email or even aware of communication. They can be more equity or diversity events on campus, specifically our Latino/Hispanic community which is most of the student population. Our affinity groups can use more support on campus, especially the AB540 program which gets no support because of the "Kern County" beliefs for undocumented people. Most leadership or managers are too busy doing whatever to check on their subgroups or departments to support. Hiring process takes too long and is embarrassing, I am not confident in the ability of HR of the entire district because everything happens on the day of or last minute due to priorities. BC seems like it has a hard time retaining employees due to these events or lengthy procedures from above, especially if employees do not feel like we get support from leadership. Student support gets hurt the most from all these factors if the employees are waiting and waiting for processing of procedures.

As soon as I started my employment with KCCD, I could tell that collaboration, innovation, and employee well-being was hindered. Not only could I see it within different departments, I could also see it between departments. I do believe overall that collaboration, innovation, and employee well-being is valued, but on different occasions I have seen instances where the those three are not regarded. I have observed this in meetings where individuals will not treat each other with respect, in correspondence where individuals are called out or being indirectly insulted, and in working with or contacting other departments and receiving but an invitation to collaborate.

From my personal experience these behaviors are prevalent and hinder collaboration innovation and employee wellbeing: Lack of training and onboarding for the role one is hired for. There is a new employee orientation for our location but no specific training program for one's role nor any training modules about universal campus or site location procedures and policies. There should be ongoing training and development opportunities for managers who supervise people. Most managers are just going through the motions to get through the day to day operations and don't have or make time to invest in growing their people and providing opportunities for continuous improvement and fulfillment. Managers should be trained on performing employee evaluations, setting SMART goals for their people, and on how to continually monitor and assist their staff in the attainment of these goals throughout the evaluation period. Too often it appears the evaluations are done quickly to meet a deadline then completely forgotten about until it's time to evaluate again. This puts the employee being evaluated in a position of being set up to fail.

Bakersfield college has consistently impressed me when it comes to supporting innovation. I appreciate how administration back up innovative ideas and causes. I am so proud to bee a part of a college that does so much for their students. I cannot express how often I am amazed by what is going on on campus. I have worked at more than one Community college, and it was NOT like this at my past college. It is so refreshing. It makes me never want to leave. I'm so happy to be a part of it. I have found that even as a newer hire, as long as you understand how to utilize your resources (other employees) collaboration is very open and easy. People here on campus are always super friendly and willing to help others. I think the key to tapping into that is knowing who your department people are and not being afraid to ask for help or guidance. Norms that may hinder employee well being, I'd say is overworking. You will find almost everyone is willing to put in the work necessary to make sure the job gets done, but we are always doing SO much. It is really easy to burn the candle at both ends working at BC. I know my area is very understaffed and we have written in for more positions. I'm hoping that

happens because work will only increase as specific initiatives and projects take off. To combat this issue, my area has been consistently lobbying for more positions. We will remain consistent and hope the request is granted, but we also know that budgets do not always look good. So how do we keep up our quality of performance with an increasing responsibility load? This is a common issue in many areas. Overall, I'd stick it out and deal with burning that candle at both ends because of my belief in what BC is doing.

I feel that sometimes the lack of work ethic from individuals impedes in the spirit of synergy and overall cooperation. There is a sense of doing minimal work for "my" pay, that has become pretty much the norm. I don't really see the effort from some folks to either volunteer or take the initiative to put their best foot forward. It may a generational subculture where "if it's not in my job description it doesn't apply to me". I understand that the contracts are there to protect us to a degree, but it feels that employees have become all too concerned about "what's in it for me" rather than trying to have a more cooperative/pragmatic approach. I don't blame management or any one individual. I know KCCD and the college tries it's best to reward and acknowledge it's employees by implementing initiatives to strive toward a better life-work balance. I think the lack of motivation of the few tends to demoralize others. In my honest opinion, I feel that individuals who have not suffered or experienced the hardships of unemployment don't have job appreciation. To put it simply, the responsibilities we have are not that difficult, but they require attention to detail, dedication and most of all, good time management.

1. The three sister colleges collaborate regularly from sharing programs (CMA, SWF opportunities/funding, assisting with finding instructors to cover courses), managers (VPIs, VPSSs, and VPFAs) meet monthly and bi-monthly and are a text away from assisting each other and norming practices, our Schedulers meet via zoom bi-monthly and do an in-person convening once a month to norm practices to ensure we are scheduling with a student-centered approach and maximizing SCFF funding opportunities. This is just a few examples of the extent of our college's efforts to collaborate. Unfortunately, from my perspective, the same cannot be said for the district office. The DO has taken over some of our programs, grants, and initiatives that the college's are held responsible for, but have no control over how they are run (e.g. Early College, Title V grant). It is very challenging to run what started as highly successful local programs, grants, and initiatives and remove them from the faculty that are needed to support the projects and the students we are trying to impact. It increases the levels of bureaucracy and impedes the colleges from being effective. 2. The administration at all 3 colleges is spread incredibly thin and are still coming back from COVID (getting people off campus and now getting them back to campus) as well all the recent leadership changes and the constant pressure to keep increasing enrollment. It would be helpful if the DO was sensitive to the challenges of the local campus and not try to schedule meetings for presentations within the same week, or following week, from the request.

HR practices and procedures are severely lacking. Repeatedly, employees are assured that their concerns will be addressed and resolved in a timely manner, yet the follow-up documentation or evidence of these resolutions is non-existent. Employees are ghosted and gaslit by HR. This treatment breeds frustration and anger as it implies grievances are not taken seriously or addressed effectively. It's evident that our workplace culture has evolved in a way that encourages employees to take on responsibilities beyond their designated roles. This raises concerns about role clarity and fairness. Without clear classifications and updated job descriptions, employees find themselves navigating tasks and responsibilities that aren't aligned with their expertise or compensation. Additionally, the outdated and irrelevant nature of our job descriptions exacerbates this issue. In a dynamic work environment, roles evolve, new technologies emerge, and organizational needs change. However, if job descriptions remain static and fail to reflect

these shifts, employees are left without proper guidance and without proper professional development on their evolving responsibilities and expectations. Additionally, There appears to be a significant disparity in the opportunities for remote work among employees within the same union, role, and title. While some individuals are granted the privilege of working from home or even remotely from another state, others, despite holding identical positions, are required to report to campus regularly. The lack of uniformity in remote work arrangements not only fosters feelings of resentment and inequity among employees but also undermines morale and productivity. It is concerning to note the increasing trend of supervisors or administration members expecting continual contact outside of official work hours, often via personal cell phones. This practice not only blurs the boundaries between work and personal life but also places undue pressure on employees to remain constantly available, even during their designated time off. One of the most significant issues with this practice is the lack of compensation for employees. While the use of personal cell phones for work-related communication has become rampant, it is disheartening to see that employees are not adequately compensated for the additional time and resources they invest in fulfilling work obligations outside of their regular hours. This expectation creates an imbalance in the employer-employee relationship and can lead to feelings of resentment and burnout among staff members. Finally, managers have little options to provide needed professional development for staff. I have tried to send one of my staff to a course offered at the college using professional development funds and was told by HR that it was not possible.
The biggest barrier I have seen over the years I've been at BC is Admission & Records. They are a barrier to student entry, I have seen many students give up on the process and not enroll at BC. As a staff, I have personally walked over with students, where they have been spoken to rudely, or made their clearances very difficult. When calling or emailing the department, the Technicians and **(job title redacted)** are rude 90% of the time.
- Processes are not streamlined and are very duplicative when it comes to institutional and district-wide forms that are necessary for approval. - There is a lack of support and guidance for new employees, specifically in management positions, in becoming familiar with all district and institutional policies and regulations.
Bullying and retaliation are big issues here. The culture of fear has been prevalent for way too long. That was unfortunately created and cultivated at the Chancellor position.
On campus, there are specific programs that support students and help transform their lives. However, some Faculty Directors believe their titles give them the right to disregard employees' well-being and time. They may text employees seven days a week, bypass the chain of command, and expect loyalty because they hired them. Management is expected to work even when the campus is closed, which has caused broken relationships, family bonds, and a decline in mental health overall. Boundaries have been repeatedly violated.
I have been at Bakersfield College for three years now and I have seen more hindering than anything. The school has a work culture of "old work mentality." The "it's not the BC way" has got to, we need new ideas from new people. I am hoping the new president can change this because the last three certainly did not and the people under them were worst. We need new faces in charge to move our campus for the better, not keep holding us back.
1. Hiring Processes for Senior Administrative Positions: There is a lingering concern among staff regarding favoritism in the hiring process for senior administrative positions. To ensure fairness and impartiality, it's imperative that all internal candidates undergo evaluation by senior leadership before any decisions are made. This step can help mitigate any potential biases and ensure that the most qualified candidates are selected based on merit and capabilities. 2. Inclusion of DEIA Terminology in the EEO Plan: The

decision to remove terminology such as anti-racism, diversity, equity, inclusion, and access from the KCCD EEO plan is concerning. These terms are essential in guiding efforts toward fostering an inclusive and equitable environment within the district. It's crucial that we not only retain these terms but also prioritize discussions and training on DEIA and anti-racism to actively address systemic issues and promote a culture of belonging for all members of the KCCD community. 3. Leadership Skill Sets of VPs, Deans, and Directors: There is a noticeable gap in leadership skill sets among some of the VPs, Deans, and directors within KCCD. While checklist-style management may serve administrative functions, true leadership goes beyond tasks to inspire, mentor, and empower others. Emphasizing leadership development programs and fostering a culture of empathy and support can help cultivate effective leaders who contribute to the growth and morale of the entire organization. 4.Faculty Development and Evaluation Processes: The current approach to faculty development and evaluation, particularly during the first two years of employment, requires reevaluation. Rather than relying solely on checklist-style evaluations, there should be a stronger emphasis on fostering professional growth and mentorship opportunities for faculty members. Additionally, broadening the hiring criteria to include candidates with diverse backgrounds and experiences can enrich the academic environment and better serve our student body. 5. Addressing concerns requires a commitment to transparency, accountability, and continuous improvement within KCCD. By actively engaging in dialogue, implementing necessary changes, and prioritizing the well-being and professional development of our employees, we can create a more collaborative, innovative, and inclusive community for all stakeholders.

Unclear, redundant and lack of standardization process of paperwork. Unnecessary time in redundant signature routings. Lack of staff for contract and grants processing resulting in delay time for funding needs in pre-award and post award and compliance, and timely implementation of work plans and required activities. Great collaborative efforts to maintain funding between KCCD employees and BC.

There is no work life balance. As a manager, you are called on weekends and vacations. Working 60-70 hour weeks is stressful and makes it hard for you to do anything outside of work. When I was a classified employee there were clear boundaries to your role. You could take your 15 min breaks and lunch without any problems. As a manager, lunches and breaks are often skipped due to being asked to complete so much work at once. If you try to take a lunch break to get away during those hectic times, the director gets upset. As a manager, many classified staff in my area don't share their ideas because they are burnt out from everything that our department does. Workload is not evenly split. Many managers do not have a lot of work to do, while other managers are drowning in their workload. This is also true for managers who are located in one department (one manager has more responsibilities and duties than the other manager, but they are paid equally). Supervisors will ask for you to complete roles out of class. Example: Counseling Department has their Advisors complete Counselor (Faculty) roles (overloads, overrides, Disqualification, etc) Dean of Counseling does not have the ability to lead effectively. Over the past 5 years policies for different counseling functions have gone back and forth consistently. When these policies change, the Dean does not share out to the entire campus, and sometimes not even to their department. As an employee you constantly have to ask what the policy is for that week so you don't get into trouble. Example: Policy goes back and forth with who can clear probation. One week will be only these 2 Counselors, then it will be all Advisors & Counselors, then the following week it will be only Counselors. There is no consistency.

Relying on outdated technology platforms not only hampers efficiency and accessibility but also introduces delays as they fail us and our students to keep pace with the evolving demands of our operations. As a result, we are burdened with numerous manual and tedious tasks due to the limitations of inadequate technology resources, impeding our progress and productivity. Regrettably, there's a noticeable turnover among highly

skilled, hardworking, and high-performing employees. The college culture is lacking in promoting equitable and essential professional advancements, where dedication and success don't always translate to growth and monetary rewards unless you're part of a certain clique. Some administrators have prioritized personal ambitions over the organization's well-being. Thus, there are deficiencies in development opportunities and poor allocation of staff expertise resources on menial tasks. Favoritism toward "yielding" individuals persists and hinders advancements.
My supervisor pulled me off of all projects I was leading and started giving me clerical duties. She will try to intimidate me when meetings are one on one but will act totally normal if others are in the room. She has inhibited my professional growth by not approving professional development trips for me that I had been asked to attend but allows others in the department to attend.
Favoritism is very noticeable at KCCD and BC. The leadership in this past year, from **(name redacted)** to present President, show a great lack of understanding or respect for state/district/college priorities that improves collaboration, innovation, and employee well being. It is very clear that college successes and employee accomplishments from the past does not matter with the way things are moving forward. Personal agendas became more prominent than supporting the greater good of the college. A great divide between divisions became a goal with a group, led by instructional leadership, and this was supported by executive leadership. Bullying of administrators from different levels is more common than ever where these administrators could not even make a report to the **(job title redacted)** because he clearly already chose sides. BC is at its worst in terms of being divided because people were allowed to cause havoc as they pleased.
Collaboration: Departments within the same division have strong working relationships and collaborate to advance student success. However, as a campus, there seems to be a divide among divisions such as student affairs and instruction, main counseling, and departments working in silos. This has resulted in a lot of inconsistent information and practices, with changes being made regularly. This has caused frustration and a constant stream of disciplinary emails and meetings. To address this issue, it would be helpful if policy manuals and training were provided for essential areas such as counseling and advising, as well as admissions and records, instead of just relying on verbal communication that tends to change frequently. Building a sense of community between counseling faculty and advisors can potentially lead to a more wholesome working environment. Accountability has also been lacking, leading to some departments feeling like they are working harder and producing more than others, which creates tension among work groups. Overall, there has not been a sense of a campus community or clear direction in the last few years, and this is something that needs to be addressed. Innovation: Innovation is limited when departments are given a year-long focus by leadership through work plans and accomplishments. Employee well-being: Over the past year, there has been a shift in focus towards work-life balance from leadership. This is a new approach, since previously managers were expected to be available at all times and work long hours of over 50 hours per week. There was no consideration for weekends, vacation time, or evenings. In addition, managers were asked to use their personal social media accounts to promote the company's posts and encouraged to take part in campaigns during their vacations. While participation was optional, not taking part felt like going against the team effort. Current employees who are promoted should be given the opportunity to negotiate their salaries, particularly if they are taking on additional responsibilities. Currently, promotions only begin at Step 1 of the new pay scale, regardless of the employee's experience and dedication to the company. However, new employees who have not been part of the campus community for long and are trained by current employees are able to negotiate their starting step. This creates frustration among dedicated employees, who may have been with the company for years, but are potentially being paid less than a new employee.

 # While the district has policies in place regarding diversity, equity, inclusion and belonging; I think that there is a real need for a sustained training program and implementation check from top to bottom of the organization. Empathy is something lacking on all of us. Since I've been here there was one big training for managers regarding DEIB and that was it. No follow through training program for staff and students. # One hiring practice I suggest: when we are hiring a manager the last interview should be with the President. I have been working here for almost a year before I met the President. # There's a lot of mistrust between management and staff. We need to practice transparency. We need to be able to have candid conversations across the board like Trustees, Chancellor and his cabinets District, Presidents and his executive cabinets, Managers, supervisors and line staff across the board without fear of getting fired. # I have been a (previous identifying job titles redacted) I want to share the guiding principles that always worked for me in any organization I worked for: Customer Service - Focus on the students, staff, faculty, internal and external customers including our ourselves. Accountability - Hold everybody accountable. Its starts with me. Resources - I give my team resources they need to do their jobs successfully Data Driven Decisions - Our system is full of data. Use it to make decisions.

Bakersfield College: Full-time Faculty

Covid took a toll on the atmosphere at BC. That created a dividing line. The board meetings where employees and board members were verbally attacking employees took a toll. Much trust was lost. Trust is hard to regain. The attempt to require only hiring POC can't be erased. Blaming white people for student failure (sent in an e-mail) can't be erased. Sending professors to satellite campuses that do not have the equipment or students to fill the classes is disturbing. Many Delano classes have over 50% of the students driving from Bakersfield. Why would you take the time from these students, require them to pay for gas, and send them on one of the most dangerous roads in the country? The Arvin campus? It would be cheaper and better to have set up a daily bus system to bus these students to main campus so they can experience the campus culture and have all the resources available. Instead, the campus will take resources from the main campus and not afford the students to get out of Arvin and mix with a whole new atmosphere. The push for more dual enrollment at the high schools if very scary. The high schools (HS) are already passing students for sitting in chairs. Many are graduating HS with about a 6th grade math and reading level. A piece of paper does not raise this level of competency. Employees will eventually catch on to this. The decision by the board to not support the choir when they went to Germany was nothing less than disgusting. And to have a board member give a long explanation was bogus. The community stood up and sent money. That should be a strong message to the board to cut the crap.

Lack of intentional communication between admin and faculty creates tension and stress. There has been a sentiment among faculty that admin make decisions that faculty should have a say in, but they do it without faculty input. Additionally, admin have done things in the past couple years as blanket rules for BC instead of just targeting problem areas (such as the fiasco of course load and online units last year). There is a culture (at least among admin) of over-working, and almost bragging about it. It's disheartening to see our admin and leadership work themselves to death and not set an example of healthy work-life boundaries. Not only is it disappointing, but those same people who do that then expect their staff and everyone else to have no work-life boundaries. I think a serious re-set is needed in regards to this culture. We should celebrate employees' whole lives and wellbeing and encourage them to thrive. We are not currently doing that, and instead, seem to expect the opposite- total devotion to the district at the expense of all else. This is toxic and gross! Another big issue is this need (again, seems to be coming from the top/admin) to be incredibly polished. All ribbon-cuttings and admin-organized

events are scripted (often by harangued program managers who weren't even hired to do that task and have no special training in speech writing). It's extremely cringe. Just talk! Use your own words! Why can't we be off the cuff here? It belies an attitude of self-importance and an obsessive anxiety about our appearance. Not a good look, and not one that represents our community well. In direct contrast to this, it was absolutely wonderful to go to the first talking session with our new president because, shock of all shocks, he didn't read off a script. What a breath of fresh air. Let's reading talk and stop reading lines someone else wrote for us, for the love of god. I'd like to give a specific shoutout to Student Life in addition to my criticisms. That department is so good at collaborating and connecting students to all facets of campus life. Way to go!

There is obvious favoritism, inequities and a clear caste system in regard to non-instructional faculty treatment, specifically counselors. The decisions that are being made are obviously personal as it goes against what our campus is doing, what the state is doing, and against common sense. The issue is with the treatment of counselors not being given the same work environment and options as others regarding a remote option. Instructional faculty are allowed to teach as many classes as they want online or on zoom. They are allowed to teach their classes wherever they want. They can come to campus, do it from home or any location. Furthermore, libraries and academic technology have a remote option, administrators have remote options, faculty work remote, classified administrative assistants work remote, (even those in student services), human resources have split scheduling, many at the district office have that option and most counseling departments in the state of California do as well. When attending a conference not too long ago BC was the only department forced on campus and many work remote 2 days a week. it must also be said that the majority of our apppointment are on zoom, so its not like counselors are trying to just work remote. That is the furthest from the truth, we just want fair treatment. decisions cannot be targeted, and remote options need to be taken from everyone or given to everyone. This is not only unequal and unequitable, it goes against our contract and ed code for fair treatment and different treatmentn for people with the same contract or same campus. To put this further in perspective that we are being targeted, when we were all forced to work remote because of Covid, the counseling department was mandated to come to campus to do their zoom appointments in our office. NO OTHER DEPARTMENT HAD TO DO THIS. We were not allowed to see anyone, no students were allowed in our office but we HAD to come in (even though our campus said it was unsafe to gather). We did this for a year and a half. The other campuses in the district didn't do this, and NO OTHER campus in the state did this...only us. When you make decisions like this that target one group over another, all it does is cause division and ruins morale. Its bad management and definitely bad leadership

At BC, one thing that is starting to support collaboration and well-being across the campus is the open forums being held by Dr Fliger. I feel like it shows he is in contact with employees and students rather than just working in a proverbial vacuum. Another positive thing is the level of communication between constituency groups such as Academic Senate, College Counsel, the unions, and the student government associations. Their collaboration helps lift the college. A minor negative to collaboration is the district consultation council. It seems to not function the way it should. All too often it feels like the district and colleges just meet to argue without any real progress happening until the district just does what it wants. Another positive about well-being is the classified staff. That's pretty general, but I cannot say enough good things about all the secretaries, custodians, M&O staff, etc. that support this college. Overall, they do their jobs very well. The colleges and district would not function without them.

There are organizational issues that cause confusion. Some campus entities seem to operate in a hybrid mode between the district office and the campus - Human Resources and Business Services are good examples. It's difficult to know if BC Business Services

staff are district employees housed on the BC campus, or BC employees that work for the district. I understand that we are all district employees, and that these district and campus offices must work very closely together, but in terms of accomplishing day-to-day work, distinct campus/district boundaries and distinct areas of responsibility would be helpful. Housing all these functions entirely at the DO is not a good solution. We still need staff with expertise on the local campus that we can turn to. Human Resources is woefully understaffed, which creates delays, errors, and frustrations on multiple fronts. Business Services and the Budget office seem to change policies and practices regularly, without informing anyone affected by their changes of the changes. I don't know if staffing in these areas is also inadequate, but my impression is that these offices are rigid, overworked, impatient, and unhelpful. Trying to get any type of email response from the Budget Office can take weeks, and often there's no response at all. If both of these areas were more willing to train, advise, and helpfully educate, it would have a positive impact. Last July/August's very long delay in the Budget office releasing fiscal year budgets was a good example of how a lack of staffing or communication in that area can do damage to the college's financial reputation with vendors. New staff training is inadequate on the BC campus. There is no official, regular, inviting pathway for new employees to receive training on Banner, budget policies, and general campus procedures, nor is there anyone to turn to to get answers that isn't already overworked. The various offices responsible for these things are struggling just to get their work done, so they have little time or patience for training new staff. So training is handed down from employee to employee in a piecemeal fashion with the consequent unevenness in practices from office to office. This may sound trivial, but parking is a problem on the BC campus, due to lots of construction. When special events are held on campus during regular work days, staff are notified that some of the staff parking lots will be closed to accomodate the event. This feels like a slap in the face to staff who have to be here and need a place to park. It sends a message the guests to campus and campus events are more important than campus staff. In addition, parking little-used Athletic Dept and Food Services shuttle vans in staff parking lots is unwise and frustrating to campus staff.

People talk a lot about change but just complete compliance oriented documents and never put them live into practice.

Support Working with the department chair to create a work schedule. Dean attending department meeting Academic Freedom Colleagues who want the best for students Innovation Grant Hinder Constant Reorganization and a new Dean every couple of years who does not know the job. District board making rules that affect students monetarily in lab class Not rehiring positions of people who retired, while hiring new staff in other departments. Leaving departments short-handed. Leaving the dean with no administrative assistance for entire semesters.

There is no collaboration between colleges in the district. There is no opportunity to gather either in person or virtually for any events or learning opportunities. Innovations at other colleges or highlights of achievements are not mentioned or celebrated. Employee well-being is up to each individual and not supported by the KCCD. It is a "fake it till you make it" environmnet and culture at my college. It is not "ok" to not be "ok" even though, they say it is. That only applies to students and not staff and faculty.

We had awful interactions between faculty factions until recently, abusive, belligerent, cruel interchanges. What is worse than those terrible exchanges is the conspicuous absence of public discussion on sensitive issues. As much as I and everyone hated those posts on school mail servers, academia should be tolerant of diverse views. I find the new silence deafening.

Gamefying meetings, allowing time for social interaction, and reviewing appropriate culture have been helpful in helping the well-being of employees. It seems most departments are overwhelmed with workloads, this makes success a challenge.

There is a climate that supports racist, homophobic, and over all prejudice towards minorities. If you are a woman and a person of color and/or disabled and/or have a health condition you will encounter systemic and personal attacks. The (job title redacted) has cultivated an environment where treating people poorly is accepted. She has been an absent leader and refuses to work with her direct reports. She fails to attend important meetings with her (job titles redacted). She fails to show up at work most days. Her toxic work environment has made it difficult to manage basic levels of well being. instead of fostering unity and collaboration with student services she villainizes them and pits deans/directors against others based on her need. While she says she has a strong team, she does not. Most her direct reports are actively looking for jobs and have been for some time. She provides no training for new people and doesn't respect or appreciate the ones who have been around. (name redacted) openly tells her (job title redacted) to not respond to faculty who have concerns. We are faculty and we make up a significant portion of of the workers here and we deserve respect. She is consistently inconsistent as she uses personal dislikes to impact programs highering and ability to grow. The norms here are to hide if you are sick or have an illness/disability because she will well known for not supporting people with health problems. Yet, she expected the campus to not mind her being out for (amount of time redacted) on sick and vacation nearly consecutively. Another norm here is faculty are allowed to be openly hateful to classified, students and minorities without punishment. It is not uncommon to hear someone say they didn't get punished because they went to church with our (job title redacted). If you don't share the same religious beliefs you are impacted. She promotes Christian holidays and refuses to be inclusive of all religions. I am (religious affiliation redacted) and my colleague is an (religious affiliation redacted). (name redacted) makes no attempt to include us, but rather ensures we are identified as "non-believers" by asking people to share stories and photos of their holidays in meetings (sometimes even with students present). Another norm at BC is for the RIFLE group to insert themselves on every college committee in an effort to promote their agenda, politics, and hate. Their work serves to distract from the purpose we have on committees and to instead place them in some victimized mode. They have successfully haulted almost all inclusive and equity based work on this campus. Bad employees exist, but the "boss" needs to ensure they are managed and/or removed. If they don't the others are left to feel like that person supports those ideas and believes they should be treated as lesser people.

too many back-door deals made with certain administrators and the cool aid drinking co-workers

First, there is an over emphasis on "knows our system" which prevents the system from maximizing the skills and knowledge of our newer staff and faculty and hence hindering innovation. Second, while we've been fortunate to have senior leaders both at the district and college levels who understand the value of DEI in advancing the community college mission and are committed to centering our work around DEI, there is significant opposition to DEI, especially from within the faculty ranks. This has significanytly affected the trust between our classified professionals and our faculty. Third, there is an over emphasis on our rural populations at the detriment of historically underserved groups in the metropolitan Bakersfield area. For example, it isn't equitable when in 2023/2024 Latinx and Black students only make up 34.6% and 1% respectively of our districtwide dual enrolled student population. Such outcomes have a toll on the mental health of our employees from these historically underserved groups who are our ambassadors to their communities.

The district office seems to give us demands and lead in a very top-down way that is directly prohibitive to shared governance. Please include all levels of shared governance in decision making! Additionally, among administration at BC and at the district office there seem to be a shared focus on glorifying overwork, with administration encouraging

faculty to take on more and more committee work (and other types of service) and more and more overload, to the detriment of classroom teaching.
I've been at BC for several decades. Morale amongst faculty, staff and administration is at an all-time low. There is fear of being called a "_____ist" if anyone questions the validity, stance, opinion or dissent of DEI, Dual Enrollment or other programs and projects. We've lacked the leadership that promotes and protects civil discourse. There have been several occasions (in open forums) where faculty and staff did not behave collegially. Having certain viewpoints would lead to being punished and/or admonished. It also appeared that unprofessional behavior was ignored or condoned as long as they supported certain viewpoints. Unfortunately, these behaviors have been seen in education across the state and country.
Last year a professor was fired over speech issues. This would make anyone fearful of expressing a dissenting opinion, lest they be fired as well. I saw instances of multiple people attacked personally last year for raging questions regarding practices.
Although all faculty are supposed to be on a committee, and there are more faculty than faculty positions on committees, there are always vacancies on committees. Some committees also could benefit from having more variety of subject areas or role on campus. These practices hinder collaboration and innovation because not enough viewpoints and voices are being included in the processes that develop procedures, guidelines, or making decisions that affect the entirety of campus. Then, when these results are implemented, if a group feels un(der)represented or affected differently they complain, which affects employee well-being and the climate on the campus. With the increase of online classes being taught, compared to pre-pandemic, there is a conflict affecting campus climate due to unclear policies of teaching practices and work-from-home practices regarding teaching online vs f2f. There were also scheduling issues where collaboration was lacking and changes were being made at the admin level without consulting the department chairs nor the faculty teaching the classes. I think this issue may have been resolved as it was heavily criticized and addressed. Affecting employee and student well-being is the lack of upgrades on campuses related to accessibility. When complaints are made, the reply is often that it meets the minimum ADA requirements, so no change is made. This immediately tells the person their voice and issue doesn't matter and leaves the issue unresolved and the person alienated. Despite all the money Measure J brought in, there were no changes made to some buildings, including the building where the DSPS office is, elevators still don't work, accessible doors to Fine Arts buildings are furthest away from the handicap parking and hidden in the back of the building, and the entrance to Campus Safety is too narrow to turn around in and the door too heavy to open, as are many doors on campus.
Bakersfield College use to be a fun place to work where people talked and worked together. Sadly this is not the case anymore. In my case it is a hostile work environment where I fear everyday that the dean over our area will retaliate against me and others. Even with complaints made to human resources nothing is done and the work environment has not changed. Over 8 people have left the department for other roles because of the bullying and harassment. A **(job title and name redacted)** witnessed this behavior and stood by and allowed this to happen. I am appalled deans and vice presidents can not stop the bullying. It is my opinion no one will step up until someone get hurts. There is no one to talk to the dean doesn't speak to those he doesn't like and **(name redacted)** goes right back to him when and if she is here. When human resources refused to act because they want to protect management it only make the matter worse. Money is being taken and funneled in different directions, business are being run out of the college settings on college time and no one is holding anyone responsible. When someone has fundraising activities the money is funneled into other accounts that who know what the are used for. People have been hired because of who they know not and what they can do for them rather than the quality of the person we are trying to hire.

Management lists min quals for a job, but applicants and hirees do not meet this min quals and are hired from within. The whole college needs an audit and not one conducted by HR which uses own investigators and investigations to cover up and protect those in power. (name redacted) refuses to make investigations public. (name redacted) wants to give his own opinion and redact as he sees fit rather than make the results available. I know this because I have asked for reports and he has said the report isn't public and you will get "my version". I have a great fear of revealing names where I could be identified because in my opinion "nothing ever happens". The situation gets worse because confidential management personnel can not keep their mouths shut and bad mouth other as well as administration. Send people to ask questions, find out what is really going on and don's just trust a dean, especially who manipulates students, staff, and others to keep a position which he was not qualified for and has done nothing to be upfront fair or honest. Please look at the whole athletic department. The waste and personnel. This was partially created by the previous chancellor when she appointed a football coach without going through the channels and the wanted the current AD for political reasons .
The program manager over scheduling is a hinderance for some departments, so this singular person has an unfair ability to have decision-making control over other areas where perhaps a VP should be making final decisions instead. The lack of transparency with some decisions from scheduling hinder faculty collaboration and innovation for students in the classroom.
Some departments seem to be valued more than others. It can feel lonely and unsupportive.
Ignoring conflict and intolerance of differences of opinion at the district level has led to a culture of hostility and division at Bakersfield College (I cant speak for other colleges). Students have been weaponized against faculty to advance agendas and policies. There is no meaningful dialogue that can occur without hostility resulting, which it completely unnecessary and disheartening. I have talked to numerous faculty who are afraid to speak up for fear of reprisal by both administration and bullying by other faculty. The effort put into painting BC as a racist institution is absurd and pushing a false narrative. We should be teaching, not indoctrinating. The latest adoption of filling out a comprehensive bio about what you believe before you can be accepted to be on a screening committee is insulting and inappropriate. Overall, the climate is getting worse.
1. My administrator at BC has created a hostile work environment and nothing has been done to fix the situation even after (specific detail redacted). We have had almost a dozen people in our department leave BC completely or stepped into different positions. 2. He is unethical, vindictive contradicts himself constantly, is a bully and people are afraid to speak up because he retaliates against them they do not feel protected. Those of us that do, he creates an even more hostile environment. 2. (specific detail redacted) He rarely acknowledges team or individual accomplishments in meetings and takes a negative approach on almost everything. 3.He undermines employees and pits other employees against them. (specific details and job titles redacted) and everyone is afraid to speak up because Admin and KCCD have protected him. In two meetings a female faculty member was attacked for being asked by Admin to have a female voice at the leadership table. The second meeting was being run by a VP and the behavior was still allowed, as a result the (specific detail redacted) to protect herself from the bullying. Since then faculty members have apologized as they realize they were used as a pawn by our dean because he is threatened by strong women. 4. False accusations being made against (job title redacted) that are not substantiated and they were never given any actionable items for improvement, only criticized 5. Does not understand the rules and fights with (job title redacted) that do. 6. Faculty have been forced to address the board as no one else has been willing to take action especially about (specific detail redacted) which were finally remedied after proper channels failed and it was brought to the board.

The Vice Chancellor is also untrustworthy and protects his bad behavior. 7. The entire culture at BC and KCCD is a toxic, unhealthy situation. People are demonized with no substantial data, and **(name redacted)** was the pupit master and what used to be a thriving, happy place to work is now a place filled with hate, distrust, and division. Collegiality has been lost and the district may lose a massive law suit as a result. I recently decided against filing a lawsuit as my concerns have been ignored and I have been retaliated against but decided it was not worth my health.
There are some administrators that seem to pull the strings and have control over what happens on campus. There is no trust with HR to share these concerns.
Public talks by the Renegade Institute for Liberty; failure to discipline employees who are found guilty of unprofessional conduct; lack of faculty rotation by department to ALL BC locations, e.g., rural initiatives in particular. Disproportionate availability of campus resources at Panorama vis-a-vis other locations. Faculty inequity;
KCCD has a lack of strong, competent leadership which has not only hurt employee morale and created distrust and animosity, but it has greatly hindered student success. If you want any proof of this, just look at the persistence data. To say the numbers are dismal is putting it mildly. Additionally, the well-being of the faculty and staff is rarely given serious consideration. The Human Resources Department on this campus has made so many egregious mistakes and swept them under the rug, I am surprised KCCD has not seen a class action lawsuit. This is not the fault of the hardworking employees within human resources, but again, a complete lack of competent leadership.
There are wonderful people who are very devoted and bright. Many of them are taking initiative and embracing the diversity of our campus. Others struggle with change, and/or anything that is not what they always do. It seems that "failure" is not embraced well at BC which can deter change and innovation. Setting the tone and safe place for people try new things, work in cross functional teams, and embrace differences is needed.
Certain members of the faculty weaponize students against other faculty members with whom they have political and/or interpersonal conflicts. Take for example the **(specific detail redacted)**. While student participation in committee meetings should be encouraged, faculty members shouldn't be raising mobs in order to intimidate fellow faculty members. The termination of **(name and specific detail redacted)**. I am not a faculty member that ever expresses political views, I keep my beliefs to myself. I focus on just being polite with all my co-workers. But I feel silenced in meetings. I do not want to risk having radical faculty members targeting me for miscommunications and misunderstandings. I have a fear every time I teach my courses that I will be individually targeted by faculty and administrators for saying something that is in disagreement with activist faculty. Everyone is afraid of the bullying of the activist faculty. Their bullying doesn't just have a chilling effect on political speech; it has a chilling effect on all speech! We're being bullied by activist faculty members into silence on every topic, not just political ones. If the bullying faculty disagrees with you, they will smear you with accusations that are career-damaging. How are faculty supposed to complete their duties knowing that every action they take is viewed through the lens of radical political ideologies and/or emboldened activist faculty that have been given implicit encouragement by the administration from their inaction. I'm too afraid to even name the faculty members that bully the rest of us. I'm afraid this survey is not actually anonymous. I'm afraid that it will be used by activist faculty to create a list of whom to target next. If this is a legitimate survey rather than just a rubber stamping of the administrators that have been in charge the past few years, then please, please do something about radical faculty bullying other faculty members.
I think we need to stick to teaching our discipline. When we try to be agents of change and pick up the torch of controversial issues it leads to people picking sides which creates a terrible culture and is very discouraging. Academic freedom and freedom of

speech should be tolerated on all fronts. Because of the diversity of faculty and faculty beliefs/opinions it is helpful if administrators remain neutral in matters of opinion.
In the past few years, our college has gone from a collaborative environment to a one that is directed by the administration's desires. Faculty and staff desires/recommendations/needs have been disregarded. When the state mandates changes to our curriculum that could negatively impact students and faculty, the administration has rushed to implement changes without any discussion with faculty as to how to best approach implementation. BC had to be first. Not the best, but first to implement change. Let's stop and evaluate things that come up before rushing to implement. Let's not always have to be first.
Faculty and administration are overworked-mandatory meetings on weekends, expectations for last minute projects to be finished over weekends and holidays is unacceptable. Programs are being required to grow without being given the support needed to foster that growth.
I think collaboration, innovation, and employee well-being are of utmost importance to me and how we do our jobs. That being said, I think these things don't happen how they should due to the fact that everyone is afraid of retaliation on having a different opinion which choke holds what is listed above. To a point where academic freedom (to teach the way we want to individually tech) is almost not a thing anymore, and it seems to me we are always fighting to try and get something done and it is shot down. There needs to be more open ended conversations and getting everyone to work together to make Bakersfield College and its departments better.
Everything happens in secrecy. Many things are done without reaching out to the colleges or a true effort for authentic collaboration. Probably the biggest issue for me is that district does things for compliance and not change. Many plans, grants, and other supposedly joint efforts are done to have it but not to actually implement what the spirit of some of those efforts claim to accomplish.
It seems that the district office operates in a way that lacks communication and collaboration with the colleges. For instance, I have seen examples of district level initiatives taking advantage of (or attempting to take over) local programs, despite needing the local programs to be successful. There is also a distinct lack of clarity regarding the job responsibilities, evaluation processes, and firing without cause. This is leading to a feeling of confusion, distrust, and inability to trust
Dual enrollment practices lack transparency. Academic departments are undermined by what seem to be back-room deals between the Kern High School District and KCCD officials.
Where to begin? BC has been a culture of division, hostility, and mistrust for a while. One only needs to read the emails **(name redacted)** sends to all faculty in response to a situation or circumstance he does not like. His emails are dripping with venom. We don't need that.
The BEST form of collaboration is through direct observation. We DO NOT spend enough time learning from one another. I propose that an ongoing FLEX Activity needs to be set up where over the course of the semester we sit in and observe one or two colleagues. Allow his to cover at least half (if not more) of the required FLEX time we put in. Sitting in on each others classes will lead to additional collaboration and sharing of best practices.
Since 2018, a disturbing, polarized politically driven division grew on the BC campus, especially among faculty. This division has made collegial work nearly impossible. Luckily, this division seems to be healing this year and we have begun to successfully collaborate again.
KCCD and BC are in a state of political crisis at the moment. The backroom politics, the insidious rumors and gamesmanship are ridiculous. Administrators and faculty are busy jockeying for their own positional power and forming alliances to undermine others.

Clearly the Trustees do not see the systematic way existing structures and systems are being dismantled. What was successful over the last 6 to 8 years is now being dismantled. There is a pervasive mindset against growth, and for a more relaxed approach to work. The instructional deans at BC are a mess. There is no team orientation, or leadership. Not surprising, since the (job title redacted) takes frequent vacations and has been on sick leave extensively. Add a command and control structure that is beginning to resemble a rigid bureaucracy and you have a mess. (job title redacted) have been instructed to never talk to Fliger without going through the VP. Really not the positive, optimistic distributive leadership system the college thrived on. The district leadership is also a mess, with everyone trying to grab power and get Bloomberg to buy into their political game.

First, being in the (department name redacted) department at BC, there are a handful of employees that have the loudest voices but continually bring down the department. They are continually filing grievances against our (job title redacted) because he's trying to get everyone to do their job, and they want to be on their own program. He's in an incredibly difficult situation trying to manage and control a group of individuals that he has no ability to reprimand or fire. It's a completely unfair situation to put somebody in. Secondly, education has some major issues overall, but I feel they are on a different level in CA. We are spending most of our time trying to promote ideologies (i.e. DEI, gender theory, social justice movements) instead of just doing our jobs. We need to remind ourselves, our job as an educator is to teach the subject we have a degree in! Instead of spending millions of tax payer dollars state wide on ideologies (these ideologies are not proven, they are theories and opinions!), we should be working to educate the students on proven material! All I'm asking, is to quit shoving ideas, in which half of us think are dumb, down people's throats, and let's all just do our jobs. Lastly, we can get rid of probably more than half of the committees on campus, they are a waste of people's time and money. Sometimes, people just need to pick a leader who can make wise decisions on their own and trust them to do their job.

Collaboration, innovation, and employee well-being has been consistently suppressed at Bakersfield College mainly due to the lack of accountability with both administration and employees. Employees have been allowed to circumvent the chain of command to achieve what is best for them and not always best for the students. This has been allowed to happen because administration or individuals in leadership roles have allowed this behavior instead of instructing employees on the proper chain of command or leadership. For example, in our department we have multiple employees who consistently have been able to go around their supervisor directly to the previous president to get what they want. Furthermore, when instances like this occur there is no ramifications or discipline action taking because the supervisors or deans are left powerless. The previous (job title and name redacted) was not accountable to the Bakersfield College students and community, he only cared about himself and the people who were aligned with his agenda. Anyone aligned with the agenda have been promoted, disregarding qualifications and performance leading to consistent dysfunction and lack of production across the campus. The standard of success and competency has been dropped and that has been the norm for the past 6 years.

Norms that support: 1. The Renegade Innovation fund at BC is the best idea for supporting new ideas. 2. The new maker space at BC has the potential to be an amazing place to collaborate. However, it's opening has been significantly delayed. 3. The faculty salary at BC is one of the highest I have ever seen. This significantly supports employee well-being. I have several colleagues whose partners are able to be stay-at-home parents due to the high salary here. Norms that Hinder: 1. There is significant pressure to teach the maximum number of students in each class and the maximum number of classes. There is an emphasis on quantity over quality. 2. Department meetings are mostly virtual, which hinders collaboration. I wish faculty

went out to lunch together after department meetings. This is the seed of collaboration. 3. There is significant resistance to new ideas at BC. It feels like a culture of scarcity, in which leadership wants to keep the status quo and is afraid of taking risks. For example, the paperwork required to take students on a field trip is so cumbersome that most faculty don't even try to take students outside of the classroom. Additionally, ideas to rework the schedule to maximize the number of classes that could be offered were highly discouraged.

For many instructors the amount of non-instructional work has become overbearing in the last ten years. This includes program review, work on hiring committees, employee evaluations, program updates, course reviews and updates, course SLO assessments, Starfish student evaluations, outreach functions, and even awards ceremonies. I believe, and have heard, from many instructors that they have to put as much work into those endeavors as their basic instructional activities for which they were hired and trained for at the universities. Some have said that "if they could afford it", they would become adjuncts so they could get back to teaching.

I love working at BC!! I have a great boss and dean. They both support collaboration, innovation and employee well-being.

I like the current culture in BC. Everyone's friendly and "trying" to help one another however they can. But I believe it can be so much more beneficial to everyone (faculty, directors, and administration) if a little more is shared and collaboratively worked into shaping to its final stages. A lot of what's going on seems to be hush-hush. Who benefits from this? Our students are shared amongst all of us. I believe being vested in their future success can be improved greatly if we all think towards the same goals for student success and student future goals as they perceive and hope for.

I have recently had much help technologically within my classroom - installing a TV and setting up a new sound system. The marketing department and print shop have been very helpful in getting flyers ready for a fundraiser. New ideas from myself have been supported much in recent times as opposed to years previously within my department. New regulations and process from the top (forms, approvals, specific requests, meetings, etc.), which understandably streamline administrative requirements, have seemed to be pushed without regard for the boots on the ground and those with direct access to students - thus removing time for relationships with students and ease of help to the students themselves.

In the last several years, whatever best suits the administration in student services is what the decision outcomes are based, regardless of how this effects the student population or the positive productivity of faculty and staff. When this has been the case, KCCD policies and education codes are often overlooked (ignored), when enforcing new outcomes or projects. For example, KCCD is one of the few colleges in California that hires Advisors (classified staff) instead of Counselor (faculty) to meet student service's needs. This does not abide by state education regulations (or skims it). When requesting hiring of more counselors, student services VPs (past and present) will not acknowledge this and have terminated even those temporary positions creating a void in that area when they leave. We in Student Services (counseling) and not treated "fairly" as other teaching faculty are and have been in a long-standing debate with issues that should have been resolved over a year ago. Some have been resolved but only when pressure from KCCD Administrators steps in (with regard to the (job title redacted)), however, we are still awaiting the long awaited "green light" for virtual options for Counselors as this is possible for other faculty teaching online and for counseling adjuncts helping in the student information desk (SID).

In my short time at BC I have noticed that HR is understaffed and has undergone a lot of turnover. This impedes functioning at all levels. I am still waiting for answers to questions I asked in fall. Payroll is similarly affected. In most areas, classified employees seem to be doing 2 jobs for the paycheck of one. I teach at SW, and have to say the

atmosphere there is generally excellent. Leo is fantastic. We've started doing monthly lunches and that's great. Only downside of SW is that campus is closed and locked with alarms from friday midday till monday. This means I cannot access my office on the weekend or friday afternoon, which i problematic. I also like my department and beliee all of my colleagues are supportive and helpful (beh sciences) downside: We were asked to schedule our courses for two years, and then our schedule was not heeded. Biggest downside: hiring for 202-2023 was chaos. Last minute hirees faced less scrutiny and were less qualified, and yet entered the lottery at the same time and are given more choice when it comes to where they teach. IT does not respond to requests in a timely manner, but this is all communication. The specific PEOPLE are fantastic!

1. Over the past five years, I have been involved with the hiring process by serving on faculty hiring committees for my department. This means I have also gone through and completed all necessary HR trainings and have made it a priority to stick to the rules and regulations put forth by HR. Unfortunately, I cannot say that administration (at all levels) has done the same. I've had deans want to hire candidates simply because "they are from the area" (a microaggression as defined by HR). I've had higher level administrators meet with only some of the hiring committee members to question us about candidates that were interviewed and either not moved forward nor selected. Even though we had our reasons as to why we were not in favor of hiring certain candidates, we were told (verbatim) that we needed to pick between three candidates (not previously forwarded) right there on the spot to hire. Mind you, this meeting was only with part of the established hiring committee. We were all left asking ourselves, why do we even bother serving on committees? 2. We've also experienced admin hiring faculty that do not meet min-quals and/or were grossly under qualified. Hiring has also been in full force for some departments across campus when the need simply isn't there. The trend seems to be towards hiring to spend money (grant, COVID?) leading to simply putting warm bodies in front of the classroom. I am aware BC needs to show growth - this is not the way to do so and it is horrible for morale. We have also been told we need to hire for satellite campuses. In theory, this sounds good, but two issues here: incredibly soft enrollments and lack of models, instrumentation, equipment etc. that are never supplied (or adequately supplied). The consensus is we are never told the truth and administration does as they please. 3. After several years (say 10) of playing the Dual Enrollment game, we've proved over and over that it doesn't work. Administration seems to be more interested in FTES and money, rather than putting the student (high school level) first. If the course is taught as a legitimate college course, they are setting the students up for failure. If the students pass, the course wasn't taught correctly. (I have experienced this from both the perspective of a faculty member and parent.) The college is simply looking for the money and refuses to hear what we have to say on the issue despite being the ones in the trenches.

Extreme right-leaning employees/professors who attempt to take control of certain committees and act improperly in Academic Senate and E-Board meetings. I have seen these individuals verbally attack and slander other employees and attempt to circumvent state and/or institutional guidelines to promote their own agenda. My experience serving with these colleagues was disheartening and left me feeling disgusted at the lack of professionalism and respect exhibited every time we met. Based on this, I do not plan to participate in committee work or serve on the Senate or E-Board for a long while. Additionally, there is a lack of accountability and transparency when it comes to explaining decisions and issues related to shared governance and the expectations of admin, specifically the Administrative Council and the President's Office as it relates to committees and their charges.

The culture at Bakersfield College these past 8 years has been . . . interesting. The leadership has seemed alarmingly focused on participating in every possible statewide commitment/award or other shiny object followed by an equally alarming disinterest in

the added work it causes and the inevitable and untenable workload associated with increased commitments--e.g. Early College (dual enrollment), Competency Based Education, Inmate Education, and multiple new campuses (Shafter library, AEC, rural, etc.) on top of all the major curricular changes (loss of pre-collegiate classes/programs of the Math, English, and now defunct Academic Development departments) that were implemented within the past 8 years. Little thought seems to have occurred when considering long term effects of these added programs, etc. Employee well-being is lower than a decade ago, and perhaps some of that can be blamed on the effects of AB1705, COVID, etc., but leadership on the college campus has played a part in the deterioration of BC's climate and culture. The leaders seemed more interested in a Game of Thrones type strategy (bleeding into the District Office as well) in their game of who would be king (or queen). Plenty of people at BC are hard at work doing the business of the college, but as employees, the general morale has been low. Specific behaviors hindering employee well-being: elevating/promoting people who have little experience or who lack temperaments that would make them seem appropriate to the position, promoting to management positions people who are often ignorant of and/or refusing to follow procedures and/or policies as outlined in faculty CCA or CSEA contracts.
There are several faculty members that have been I. Their respective departments for 30 years. They are used to how things have "always been" and they are allowed to go around their supervisor to get answers they want to hear. They are allowed to treat coworkers both faculty and classified with disrespect, hostility and rudeness. Nothing is ever done.
Lack of transparency, dishonesty, bullying, manipulation, and the regularly excepted use of this tactics hinder collaboration, innovation, and employee well-being. This has occurred at a variety of levels, especially at the district administrative level in the past 1-3 years. Agreed upon decision-making processes (especially in budget, personnel, and structure) are often ignored or circumvented, district bloat at the expense and disregard for colleges is a regular occurrence. Overworking employees, not paying employees for work done, promoting internally through bypassing processes, creating position without following process, and changing budgets without following process are more examples. Chasing multiple initiatives, grants, and opportunities without verifying qualifications, available resources, buy-in, and appropriateness hinder innovation.
Not having a real voice in matters. For example, regarding the required Student Equity Plan. Very rarely does it go through authentic processes regarding all groups. It's hurried; let's have a focus group to say we did. When in reality, the plan is to keep doing what we are doing even though it doesn't seem to be helping close any gaps. Some good ideas were shared - new things to try, but none of those are/were followed through on. As previously stated, a lot of work that could lead to innovative and positive collaboration seems to be "let's do the same thing as we did last year." I haven't been invited to or participated in a true listening circle or trust-building meeting ever. I haven't heard of any, either. Classified staff don't have time to participate in shared governance. People advocate for seats on committees and groups, but in most instances, those places go unfilled. It may not be because there isn't interest but because the workload may make it impossible.
Response time to emails is a long time sometimes, which definitely hinders collaboration. The faculty all emails were really upsetting, but they have stopped. I hope they do not come back.
Please acknowledge the inherent contradiction between the question, as posed, and Michael Carley's emailed statement that he will redact comments that identify individuals. How can we give examples of specific behaviors, practices, and norms within KCCD that either support or hinder collaboration, innovation, or individual well-being without identifying individuals? For example, the (job title redacted) (no name given) is a bully who consistently refuses to document guidance and threatens those who ask for

his questionable directions to be put in writing. (specific situation and names redacted) were professional and supportive. The (job title redacted) is not. He personally bragged to me in the last 6 months that he would "(specific situation redacted). The (job title redacted) does not keep confidential matters private and leverages his position to retaliate against those he does not like. BC leadership is similarly problematic. (name and specific situation redacted) and pushes her work on others while taking the credit for their efforts. (name redacted) has waged war on (department redacted) for months, fomenting faculty distrust of (department redacted)in an effort to position himself as the next (job title redacted). Those who challenge (names redacted) are targetted with retaliation. For example, in (name redacted) absence, I personally observed (names and specific situation redacted). (name and job title redacted) is constantly absent from work. (specific situation redacted) (name and job title redacted) is a gossip who constantly oversteps the limits of her role to boss faculty around. We all know (three names redacted) will not be checked in their conduct because they are (name redacted) favorites, and (name redacted) in particular feeds gossip to (name and job title redacted). There are some outstanding leaders at BC. (name redacted) has been doing (name redacted) job for well over a year, trying to keep this college afloat, but she has been abused by (name redacted) failures. Many of us faculty worry that she will burnout doing (name redacted)job without the acknowledgement she deserves. (names and specific situations redacted). The new President has a mess on his hands.

KCCD has too many pet projects that are simply favors for outside individuals or organizations and provide little-to-no benefit to students attending classes at any of the KCCD campuses. These include: Preventing the justifiable creation of needed computer labs because of an unwillingness to hire computer technicians. Various academies & classes for (and at the direction of) the Wonderful Company (known for its micromanagement of employees and subsequent high employment turnover rate). Offering the BS in Industrial Automation at Kern Valley State Prison. Development of computer-related "apprenticeships" with OpenClassrooms (a France-based distance education provider). Devoting college resources for "energy awareness" classes at the behest of the so-called California Renewable Energy Lab. (job title and specific situation redacted). It would be a better use of resources to merge CREL with the 21st Energy Center at the KCCD District Office. The "Energy" courses requested by CREL are not core transfer courses to any major in the CSU nor the UC system - not even the Energy Engineering program at Cal Poly Humboldt. There is a bigger documented need for faculty who teach CREL's "energy" courses to be teaching classes for STEM majors and transferable GE courses.

The norm seems to be that if you disagree with someone you rant and rave and recruit news people to run stories, and you enlist folks to "storm the castle" by making vicious public comments at meetings and just overall behave as a terrible person who is unwilling to give quarter or extend any grace whatsoever. Who the heck wants to collaborate or even speak up in an environment like that?

Bullying administrators who view faculty as an obstacle to their "vision" for the college, not as the employees who must implement, assess, and manage the fallout of whatever changes these desk-sitting visionaries -- who often have little to no actual classroom experience -- come up with. An M O department that constantly presents unreal timelines for renovation and repair projects, then keeps the people working in the partially deconstructed areas in the dark about REAL timelines or last minute changes to schedules that result in profound disruptions to our workplace and/or force us to work around ongoing repair and construction projects without sufficient advance notice. (Or the opposite, where we are told to rush and clean out our offices by a specific date and time for repairs that don't begin for another three weeks after that.)

That is a hard question to respond to. All I can say is that BC tries hard to consider employees' well being, as well as collaboration and innovation.

Taking advantage of Management: Making it the norm to work outside of the 40 hour work week. This lowers morale and makes individuals feel devalued. Not to mention it is a strain on both mental and physical health. Also, management should not be given additional work because other areas are not efficient nor do they wish to hire needed qualified staff.
Supportive (pro): college committees working together; monthly department meetings; deans (and administration in general) listening to departments' (faculty) concerns and supporting the department chairs, even if it goes against what administration is pushing for. Hinder (con): department (faculty) concerns not being listened to and/or no action is taken when department wishes there would be action; hiring committees' (faculty) advice and concerns being ignored and/or being told they must hire someone even if no one in the application pool was quality/desirable; department and faculty advice and concerns being ignored and/or being told they must participate in a new initiative or program even if the department/faculty do not think the initiative or program is in the best interest of the students they serve.
Lack of consultation with faculty and classified on fiscal matters and excessive top-down control of expenditures by the DO reduce/harms spirit of collaboration. The Districtwide Budget Committee has rarely met these past couple of years and the review/analysis of the District Admin Unit Reviews process that was developed by the Districtwide Budget Committee 3 years ago was never used. A lot of consultation with admin, faculty, and classified at the three colleges happened to create the DAUR instrument that was similar to the program review process at the colleges which included justifications for how a new DO position or enterprise package would benefit the colleges and how it connected with the colleges program review requests. The DO arbitrarily decided they didn't like the instrument and even kept the Districtwide Budget Committee entirely out of the DAUR process! So much for collaboration and valuing of the college inputs to District functions!
The district is totally detached from the college and operates in secrecy and deception. The colleges have to be reactive to the work that is happening at the district instead of collaborative. It negatively impacts people's perceptions of the district office and brews a dangerous ferment among employees.
KCCD is a multi-tiered organization that creates advancement opportunities for our communities. One way that collaboration is supported is through programs like the Faculty Leadership program and other inter-college activities. One hindrance is the many systems that act as barriers to advancing work, such as needing the DO Budget office to approve and certify certain fiscal activities. I have invoices from December of 2021 that are still waiting to be processed and the District may be penalized by a federal agency for this delay. It is simply unacceptable.
Workloads keep getting heavier to meet district goals, but at the cost of employee well being is not of any concern at all.
Continuous and ever changing administrative position (a musical chairs system) that is very inefficient and hinders the team building efforts. Unqualified administrators, who created a toxic environment for several departments. District disconnect from colleges, in terms of communications, vision plans and coordination.
The very long email chains from faculty to faculty demeaning each others viewpoints is definitely a hinderance. Anyone with viewpoints that dissent from the "accepted norm" are instantly chastised and admonished. The attacks on expression of ideas is inacceptable. As higher education, we should be supporting all viewpoints with colligate discussion and not attempting to ostracize other faculty.
On the bc_faculty email, which has been remarkably quiet, there were many exchanges in which faculty name-called and narrated those who didn't hold the same morals, ethics, or ideology as the others. Specifically, those whose ideology supports socialism/marxism and the current trend of DEI and anti-racism bash anyone who speaks out against it for any reason. The same was true when going through COVID. For those who didn't support

mandatory vax, mask-wearing, vax passports/cards they were berated and pushed out. Too many times, free speech, open inquiry, and academic debate are silenced through private and/or public shaming, threats of death by BOT members, and firing. This has significantly curtailed and shackled many who would otherwise participate in the conversations that used to be the cornerstone of higher education. This isn't an atmosphere or culture that's isolated to KCCD; however, those in charge and who lead have allowed this behavior to continue unchecked, and sometimes championed, which has created a negative space at the college. The fact that Mike had to reiterate how MUCH the survey is anonymous was an obvious answer in itself.

One of the main problems faced by BC and probably by most colleges is that the administration is made up almost entirely of people who prefer to be in administration rather than directly involved in education. One problem that stems from this fact is that as essentially political figures, administrators are incentivized to focus on efforts that keep them and their allied colleagues in comfortable employment regardless of the educational outcomes of students. Almost any non-administrator you could ask will be baffled by the very existence of the Office of the Vice Chancellor for the district. The job seems to exist mainly as a rung for admins to climb on their way from the college level to the district and state levels. A hypothetical math professor who rises through the ranks of College President, District Chancellor, and then State Chancellor would have more and more power to affect the math curriculum while having less and less contact with actual math students and the pedagogical issues faced by current professors.

Specific examples include the following: *(name redacted) cussing out the (committee name redacted) committee in the Spring of 2022. (specific situation redacted) *(name redacted) sending nasty emails about a distinguished speaker *(name redacted) organizing students to vilify professors without verification, using their class time to do so *(specific situation redacted) (which are all legitimate questions), that person is attacked. If the (program name redacted) program (and the money it takes to run it) are so successful, then the model needs to be applied across the board. *Grandstanding at Academic Senate and KCCD board meetings, attacking faculty *Hijacking the name California Historical Landmarks for a class that is exclusively about Caesar Chavez. When questioned about changing the name, attacks ensue. Why not just call it Caesar Chavez Landmarks? Who the heck wants to speak up in this environment when they can plainly see what happens to folks who do?

Major decisions are made during summer when some of the faculty are away. Faculty committees are not in session so they are not consulted.

First I will say that I will speak in general terms in order to stay anonymous. But it would be nice to feel safe enough to be able to provide specific examples. Those specific examples would reveal who I am and because of the things that have happened over the past few years I live in fear of being honest and experiencing retaliation which has been prevalent on campus. Like many faculty, I have been here for enough time to know that BC was once a family oriented place that felt like a home. I was welcomed with open arms and felt safe to talk to people and experienced support by faculty and staff and administration in and outside of my discipline. I still feel support from faculty in my department so that is a huge blessing. Everyone loved Sonya Christian--me included. She was a friend and I trusted her and felt supported. Over the years of her tenure, BC changed immensely. Political divide became so prevalent and nasty. Mean, nasty, degrading emails seemed like they came daily for quite a while. (name redacted) (most especially), (names redacted), and many, many more sent out hateful emails. I didn't want to even open an email. We all groaned openly in our office whenever emails came and most of us quit reading. I know there were accusations and name calling in various committees. Committees on campus could not agree and were not following policies and there were Brown act violations. When faculty attempted to help people follow protocols, they were treated very badly and I know people that quit committees due to this. Voices

were also not heard because they had a differing opinion. The right to express opinions has been completely stifled on campus. Most people are afraid to speak. The termination of (job title and name redacted) is one of the most ridiculous things I have ever heard. Do the people that accuse him of such insane accusations even know him? So many of us do and they could not be more wrong. Lies, lies and more lies have been told. How can we work here? How can we feel safe here? Colleges and universities are the place to discuss. We can agree to disagree. We need to discuss! We need to disagree! It can be done with professionalism. We should question our administrators and Board Members. Why is the expression of opinion deemed something to be fired over? I heard that a (position and specific comment redacted) How are we safe? How can we express opinions? How do we know our children are safe when statements like that are made by (position redacted)? This is not the BC it once was. How many lawsuits are there against KCCD. That is telling, especially since many are in the same area or dealing with similar issues.

Where to start? The entire system is corrupt. We all know that. I suppose the key is to remove the few essential corrupt administrators so that fairness and justice can prevail, and then other things will fall into place. For example, we know the (department and specific action redacted) to advance (name redacted) agenda, and (name and specific action redacted) but it doesn't really matter who leads that office as long as that is directed by (name redacted)and her key henchmen that run KCCD. But before I get into how to take down the broader corrupt system, I suppose I have a few simpler solutions. Years ago during the (name redacted) visits (name redacted) and (name redacted) promised to restore the staff lunch room. They fell flat on that promise but it might help restore some communication on campus. Its minor, but its easier than deconstructing the entire corrupt system. Co-taught classes are a nice device for building comradery. Again, a minor thing that makes little difference if the entire corrupt system is left in place. Stop using FCDC as a place to tell the chairs what to do, and how to think, and stop treating chairs like secretaries. Instead, trust them to do the work and use FCDC to solicit their directions. Flip this top-down machine (name redacted) created on its head. (name redacted) plays favorites, basically rewarding her minions with reassign time and stipends and promotions. The result is an inbred administration of incompetent buffoons and a bunch of disenchanted faculty who are just checking out. Nobody wants to serve in a system that does not reward merit but instead operates more like a spoil system promoting loyalty to (name redacted). The new chancellor may now be at the top of the system, but those sycophants are still loyal to (name redacted) and she still has the board and key administrators so she is still running this show and as long as that is the case nobody is going to trust the admin or find it transparent. Nobody really believes Chancellor Bloomberg and President Fliger are actually in charge– (name redacted) system is still in charge. Case in point: when President Fliger recently indicated he wanted to serve on a search committee everyone was shocked. In the past, (name redacted) never put her finger prints on anything and then in backroom meetings told people who to hire. None of our admin search committees were ever honest and open; every position was determined before we ever listed the job. President Fliger doesn't seem to play that game, or does not yet have the connections to do it, and that is good. You need less of the Machevallian antics. Side note: (name redacted) learned from (name redacted), and (name redacted) assigned all the admin to read Machiavelli's book, The Prince - that should give you some sense of the games (name redacted) was playing for the last five years at BC/KCCD, particularly under the tutelage of (name redacted) who was nationally known for his sneaky tactics and helped (name redacted) bring nasty political plotting to our campus.

I have been at BC for over half my life and enjoyed when faculty got along, worked together, could have collegial debate, would challenge students to think critically,

challenge each others opinions, it was safe to disagree and you could all still be friends. That is no longer Bakersfield College. Our school has been weaponized, students have been weaponized, faculty, staff and administrators have all been weaponized and we are a shell of the vivacious academic institution we once were. Specifically I see deans who are allowed to yell scream and threaten employees and no corrective measures are done even when multiple complaints have been filed. We have a **(job title redacted)** that is dishonest, threatens employees, is allowed to investigate himself, and refuses to protect women from abusive male bosses. **(specific situation redacted)**. I have listened to him blatantly lie, threaten me personally, been extremely condescending and refused to release reports on investigations where he technically was investigating himself. **(department and specific situation redacted)**. I have watched upper management allow faculty to be attacked for an entire meeting on two separate occasions. I have watched faculty blatantly lie to the board and use students as ponds against faculty member they had never met or associated with personally. These false claims have lead to the district spending who know how much and could lose millions of our tax payers money because they fired a professor based on total falsehoods. We have buildings on campus that are years behind because there was no power source to them. We spend money on trees that die instead of making sure the scoreboards are correct in the new gym(which at this time they are not). We allow administrators to leak faculties personal information. We have a culture of distrust, bullying, back biting and promote individuals into positions that are not qualified and are able to destroy what were once a thriving, well respected departments throughout the entire state. We have an **(job title and specific situation redacted)**.This appears to be a conflict of interest.

Administrators target faculty they do not like and make their lives unbearable. Human Resources never even opens emails that are sent complaining, does not investigate grievances, and flat out ignores discriminatory behavior, even when there is proof it exists. This makes working at BC toxic.

DEI initiatives on campus have become highly divisive. DEI has become an ideological religion. There is no tolerance for honest academic debate. Dissenters face complaints and threats of job termination. Support from the BOD emboldens DEI adherents: **(quote and name redacted)** As a result of this polarization, morale among faculty and staff has significantly declined, with the campus environment now characterized by deep divisions.

A couple years ago, a prominent tenured professor was fired. I don't know everything he stood for, but he was willing to speak out against DEI policies and the like. I don't know the particulars of what led up to the firing – there very well may have been just cause. On the other hand, perhaps the firing was done in part as retaliation for crossing the wrong person. Regardless, this has had a chilling effect on the campus and on those with more traditional and conservative viewpoints. People are afraid to speak out if their viewpoints don't match the predetermined "correct" viewpoints. Other professors – who have made simple comments that didn't mention race – have at times been misunderstood and publicly labeled as a racist to the entire college faculty and staff. I have also personally witnessed other public name-calling. An institution of higher learning should be a place that embraces a diversity of viewpoints instead of attacking those who have different opinions. Some of us are neither on the left side nor the right side but rather the side of facts, reason, and common sense. But we are afraid to speak up on many issues due to a very strong presence of the "thought police" on campus. Some voices on campus are very prominent but that doesn't mean they accurately represent everyone's viewpoints. My own students know that I care about each one of them and their learning in my class. I have had LGBTQ students disclose their preferred

pronouns to me and indicate that they felt safe doing so in my class. I have had Muslim students thank me privately for my general classroom policies which helped them feel safe. Students from all walks of life can find success in my classes.

Collaboration~ KCCD hinders collaboration, specifically the board. It has become nothing but a political tool to stifle academic inquiry and dissent, much like administration did at Berkeley in the early 1960s with so-called loyalty oaths. Innovative~ KCCD hinders innovation, specifically the board. How are we to be innovative if we are mocked and threatened with "slaughterhouse" comments (ask **(position and name redacted)** about his hate comment he made at a board meeting last year. So bad it made national and international news, yet he has not been removed. Nor has **(position and name redacted)**been publicly reprimanded for cackling at **(name redacted)** hate comment). How are we to develop academic inquiry when deans, vice-presidents, vice-chancellors, conspire to fire or threaten to fire faculty members who have the nerve to have a viewpoint challenging stupid things such as DEI, and speech codes? Employee well-being~ Well, that's funny. Just look at the numbers of sick days/personal days that faculty have taken in the last several years compared to the previous ones. When faculty get shouted down at academic senate and called racists by the ones who are actually the racists, and the deans do nothing but wring their weak-willed hands, that will affect employee well-being. Inconsistent application of committee rules, of DO board meetings by administrators hinders employee well-being. How are we to do our jobs professionally when admin do not follow the rules themselves? This brings down morale, which has been low for some time due to the lack of backbone and courage from deans up.

Support--we've worked on improving communication over the years, and I think that's worked most of the time. Hindrances--we initiate programs but don't reflect enough on what's working or not working and adjusting accordingly. It feels like we are constantly running without taking time to breathe. Also, AB 705 has been a really "downer" inside and out of the classroom. The assumption that supplemental services could "fill in the gaps" is a false one because some of these services cannot do (by virtue of their nature) what some people think they can.

I have observed and experienced a pattern of favoritism in KCCD as I have worked in several locations. KCCD does not foster promoting individuals. Since hiring committees are formed by the Chair (Admin), it is difficult for an employee to have an opportunity if the committee is stacked against them from the beginning. Employees are not encouraged to develop skills to prepare them to move into other positions. I have experienced that employees (Faculty/staff) don't know how to "play" the political games within the department. They are treated unfairly, and this creates a sense of depreciation. Administrators often do not define specific roles for individuals; however, employees with the same title position are expected to do things differently.

Bakersfield College: Student Worker

Communication has helped me be more productive. I receive messages about coming in or when my shift has been cancelled and they are very helpful.

our coworkers help each other out

Bright positive interaction with staff and faculty is always the norm at BC.

When departments are meant to work together and share job responsibilities there is a lot of back-and-forth. There needs to be a list of responsibilities to provide clarity on what each department handles. Especially when departments are sending students back and forth because "the other department" handles that. This is incredibly discouraging to students as well as entry-level employees who end up getting the incorrect information.

everything is going great

I signed up for **(class name redacted)** for the Spring 2024 semester, and the first day I took Professor **(name redacted)** was also the last. He started talking about the syllabus, and it soon turned into a lecture where he was arguing that **(specific event)** are not

racist and identity politics are a radical Marxist movement. He claimed his reasoning behind his beliefs and his expression of such controversial ideas were to "cultivate critical examination of social and political issues" and his intentions were not to convert us, but to "tell the truth of history" however the environment he created in the classroom made me feel unsafe as an (demographics redacted). He made remarks about American slavery, stating that it is not as bad as black activists make it out to be. Most of his reasoning surrounding an atrocity that happened in history was to avoid accountability and downplay the events; He said things like "slavery in America wasn't so bad if we compare it to [worse event]", used slurs (when alternative language could have been used or implied) and was overall erratic. He has assigned reading which consist of pure conspiracy with little educational value, if any (one of the books he wanted us to read was a book titled (book name redacted)) and he has the expectation that his students will write reports agreeing with the author. Considering how this was a class that I need for my pre-law pathway, I found myself trapped. I did not want to fail the class and have my graduation delayed. Luckily for me, I found another class that would fulfill my course requirements, but for others who have no choice but to deal with this behavior, they are forced to lose their agency, and even worse, their dignity for the sake of passing a class just to be able to graduate. This professor failed to follow the proper code of conduct on the first day of class and I cannot even imagine what else he has done before and after that day. Regardless of the political beliefs he holds, I do not care for them. I care that he remains impartial in a class covering sensitive topics such as race, gender, and religion and that he let his students come to their own conclusions without his so-called guidance. He does not follow any sort of guidelines which would help make students comfortable during class discussions. For example, he never set any ground rules prioritizing respect, and his "alternative" to assigned reading was laughable. It honestly felt like a joke all the ways that he failed to do his part as a teacher, whose job it is to make it a safe environment for students to share their ideas and spread knowledge. I understand that professors have academic freedom, but this was pure tyranny. I fear for other students who are in a far more vulnerable position that me.
Norms within my work environment (I am a tutor at BC): greeting front desk coworkers, sometimes the peer/employee grey area makes it difficult to establish professional relationships with other tutors. For example, peer social culture may make it difficult to greet other tutors. Some people do regularly greet me and have small talk. There is a sense of tutor collaboration, but it is not homogenous.
Some people are very welcoming, willing to help, collaborative, etc. However, working here I've noticed that there are cliques sometimes and competition I guess you could say. Sometimes it seems like there is a lack of communication between different departments. Thankfully, most of the people are willing to help you learn and are pretty welcoming in the office I work at.
Nothing
I can't think of any.
BC is a racist institution. (specific personal situation redacted)
At this time I have been a student worker for only three days. However, I will say it has been a great three days everyone is very helpful. I absolutely love the energy and positivity of everyone. I can not fathom anything that is or would cause a hinderance to collaboration, innovation, or employee or student well-being.
I think that student workers should be treated with more respect. The culture towards the student workers basically treating them like they have no rights and are basically ignored.
Behaviors that hinder collaboration, innovation, and employee well-being are higher ups being romantically and or sexually involved with each other and or student worker. Specifically in the cafeteria.

Department politics. Human Resources and student employment putting student workers through difficult situations because of what they called a lack of communication. Was really just the fact that they did not like the other department doing what they felt was their responsibility.Stepping on toes. Spreading around of the fact I have a record or that I need 'support' to my counselor and colleagues.

Onboarding, orientation, and training classes are essential and best attended in person. A welcoming and inclusive environment where people are not punished for making mistakes is also crucial. As a student worker, these things have been essential and have had a positive impact on my growth personally and professionally. A special kind of team leader/boss can make sure that employees feel comfortable and do their job efficiently.

Bakersfield College: Temporary Employee

Administration appears less motivated to retain employees or provided stable staffing, which hinders temporary employees and their capacity to serve student needs at consistently high rates. Temporary employees are not protected by CSEA, but are still expected to perform and bear the same professional burdens as well as classified, CSEA staff. This drives high-performing temporary employees away from the district. Academic support programs, as an example, doesn't provide a pathway for temporary employees to become classified staff, and administrators, managers, and directors aren't willing to push for securing competent and high-performing employees. Pushing for more temporary employees instead of providing a pathway for permanent/classified employment risks overburdening an unprotected class of employees, leading to high turnover rates and time away from students to retrain new hires over and over again. Quality of service for students won't improve in the long run because so few exceptional individuals leave for more stable and supportive opportunities elsewhere.

Examples of what hinders collaboration, innovation, and employees well-being: people's ego, people's negative attitude, people's clear favoritism towards certain colleagues/departments, people's disrespect towards employees in certain roles (i.e., student worker, janitorial staff, part-time staff, etc.), people gatekeeping information, not hiring enough staff to meet high demand of enrollment, people gossiping, and people's inability to be open minded. Also, another big example was when BC's website changed completely and each department is now scrambling to find materials. That is something that effected everyone and there was no form of input whatsoever or even a notice to prepare for such a drastic change. I feel that still has lasting effects since it's still hard to navigate properly due to promotional images taking up a lot of screen capabilities.

Passive aggressive leaders hinder collaboration, innovation, and employee well-being. This is a great example of a highly toxic workplace. A lot of behaviors, practices, and norms seem to be "expected" in corporate culture: numbers matter, humans don't.

Employees that work at the food pantry work hard and are nice to people.

Since my time here at Bakersfield College there has been instances where I have been pushed to stay over my scheduled hours due to previous management giving assignments last minute that would realistically take longer than the timeframe given. At the time I was taking courses in the evening and have missed class and or was tardy due to these events. I have also attempted to assist my department/program by trying to collaborate with other community members and departments but was ignored or told to not contact anyone anymore because of my role. As for well-being I believe that as departments that hire professional experts we should give further opportunities for professional development and feel connected to Bakersfield College.

Bakersfield College: No Employee Type Provided

Collaboration, innovation, and well being are not achievable at this time. For over a year we had a president that was kind but didn't lead and the exec team was constantly

fighting with eachother and putting managers and faculty into a war with each other. The (job title and specific situation redacted). Faculty don't trust her because she has proven to have favorites, punish for not agreeing with her, and refusal to support faculty and deans in firing of others through the evaluation process. She has (specific situation redacted) as the president at that time wasn't watching her or holding her accountable. Instead an (job titles and specific situation redacted). The second problem is mixed messages from exec team members. Even you, the new president, have promised to be transparent and have an open door. And yet, it has been made very clear to many of us that you don't want to be bothered and the VP's are the only people who you will discuss things with or hear information from. Without knowing people you have decided who people are in some cases without a fair assesment and without realizing your VP's may have a reason to paint people in a certain light. In general there is manipulation not leadership at BC. Third, racism and prejudice has become the norm. Managers have been told they can't speak about race or equity in even an equity committee. But professors are allowed and encouraged to have BC supported group pages that spread hate against minority communities and any professor, manager, classified, or student who dares support inclusion and equity. These members have spread hate for 8 years without consequence because some of our leaders are friends with them, align religiously, or otherwise. But most important, they want to avoid a lawsuit so the rest of us are sacrificed. We have to continue to work in a place we are unsupported and marginalized. If we have spoken up we are punished.

Behaviors that provide: respectful communication and being able to work collaboratively in a positive and supportive environment. I believe that we all appreciate working in that type of environment. Behaviors that hinder - unrealistic expectations of new management. Not enough support for new management who come from outside the college and are not a part of the political environment to make informed decisions. Leading to high turnover and low morale. Bullying or talking down to work colleagues, upper management speaking negatively about confidential matters to other work colleagues and being overheard by the person they were speaking about. Having other work colleagues come to you about a confidential matter that they shouldn't know about but heard from their friend who is management. It was once said to me - new management is given a short time to "show" and it they don't they are "pushed out" that is the BC way. Unfortunately, I have seen this in action, and it is ugly and sad. I feel that new management, especially those individuals who have not worked in this college environment may be at a distinct disadvantage. I believe a seasoned mentor and many meetings with staff and management to get on the "same page" might help. Also training, new management should have training on all the tasks they will need to complete and also be well informed on their staff and how to work collaboratively as a team to hopefully deal with miscommunication and misconceptions before they can grow and cause a hostile work environment. I feel the training of employees in general needs to be addressed. Many employees feel under trained and overwhelmed with all the processes.

It seems that anytime an instructor needs help from the support staff (managers, deans, secretaries, etc.) they are always in meetings. There are way too many meetings that are covering the same topics over and over again leaving work that needs to be completed undone. This lack of work falls back on the instructors who are already struggling to keep track of everything that needs to be done to help students succeed. It also seems that deans are more interested in supporting managers and other workers than instructors. Overall, there is a very negative vibe with instructors in the entire college due to a lack of respect, support, and professional attitude. For instance, we submit orders for materials or workflows for curriculum, and they go unapproved until instructors spend even more time tracking down the progress only to find that the

person in charge of approving it has not even looked at it. The instructors then have to resubmit or have to do more work to get the process started again.
With previous BC administration, we were asked to use our personal social media platform to highlight BC and there campus initiatives to push an agenda. We were also discouraged not to use our educational titles such as Doctor, M.S. in our email signatures but some staff have worked really hard to earn their title(s). The hiring of people was inconsistent with pay salaries, some individuals with a wealth of experiences were offered step one while others came with higher steps , there has been inconsistency whether it is a Director or HR decision for step increase with new hires. For some employees this impacted morale as some were expected to train individuals at same classification with higher pay. We were constantly told do whatever it takes to push forward initiatives (enrollment, graduation) which resulted in overworked staff and limited the staff from taking their vacations.
*** There is a lot of gossip at all levels, but specifically within administration which fosters a toxic work environment. * There is lack of cohesive collaboration within the student affairs and instruction teams. There seems to be a lot of pointing fingers and lack of transparency between groups that need to work closely together. * There is insufficient cross-training throughout the colleges and district that when someone retires or leaves KCCD, there isn't anyone who can support a process, program, or state/federal reporting. * There are some administrators who bully the classified staff and other lower level managers which makes people feel unsafe, scared, nervous, and/or fearful to respond or work with these administrators. Classified and middle managers sometimes feel like they have no voice to address these issues, as they are reporting but in the past several years these individuals have fostered a toxic work environment and it was tolerated by the executive team. * There are issues with faculty and staff who are not professional or courteous when asking for support or guidance on processes or procedures that are state and federally regulated which then is usually escalated to the executive team. Then in turn the executive team asks departments to "just figure it out and help the individual." * Verbal attacks in meetings by individuals who do not fully understand a process and why it is in place for the institution. (Lack of security for people to feel like there is a safe space to speak on a topic they are the expert for.) * Having Directors and Deans understand state and federal policies that protect the college, students, and district office. * I think that to improve the employee morale, if there are issues that are part of gossip, that the individual who overheard brings it to a manager so it is address before the issue becomes a toxic or hostile work environment. In addition, to do not believe everything you hear, find out the facts before assuming that the rumor is true. * Lastly, not allowing or encouraging others to be disrespectful, unprofessional, rude, nor attack others in meetings. The moment one person allows another to be any of above behaviors then these individuals feel empowered to behave in such a manner with more people. This is never acceptable and this needs to be addressed when reported to a superior without fear of retaliation or labeled as a "whistleblower" as these are reported to HR.**
These surveys have had a way of disappearing in the past. People have a way of burying criticism and accountability. The district and BC historically take a top-down approach. Everything we have done in the past has been centered around bolstering agendas. We serve careers rather than furthering the college mission. The district continues to blur the lines between district and campus. General practices are antiquated. We aren't able to grow, push limits, or work outside-of-the-box. We are asked to wear so many hats and perform so many job functions that our work begins to suffer. If we cannot have more staff, we need to be smarter about incorporating outside resources to do the job well for a smaller price tag than hiring. Valuing each other's time and resources is a big issue - we have a culture in which it has always been okay to wait until the 11th hour to ask for support, then expect others pick up the slack with zero time for preparation or

strategy. This leads to frustrated employees and damaged public image. We are never polished. Always putting out fires instead of preventing them from the start.

Cerro Coso Community College: Adjunct Faculty

Our department meets regularly, and we are encouraged to share.

I do not see any need to say. Thank you.

The criteria on mileage reimbursement is inconsistent with the idea of supporting faculty. For example an instructor whose assignment was at CAC-California city prison. The reimbursement was based on Edwards Airforce base being the nearest campus site to the assignment at CAC and determined to be 21 miles one way (42 miles). When the same instructor takes an assignment in Tehachapi- CCI, the reimbursement is calculated from the Tehachapi campus to the off-campis site which is 9.5 miles one way (19 miles return trip). The reality and irony is that the instructor is actually commuting 112 miles one way (224 miles round trip) and only reimbursed a mere 19 miles, because of the policy which clearly appears to be inconsistent and insensitive to the circumstances.

Communication within ESCC regarding weather and road conditions by the Director is amazing; so helpful!!

It has been my experience that the collaboration of my department is inclusive and open to communication. I feel completely supported in my work, ideas, and all questions are respected and responded to promptly.

I like that KCCD makes a true effort to keep its adjunct professors and community members in mind when it hosts workshops and informational meetings.

Overall at Cerro Coso Community College is very positive, so there are no issues included Lake Isabella, Ridgecrest, and Tehachapi campuses and online. I have not been to other campuses, so I cannot answer.

Zoom meetings help. Lunch and Learn meetings help us to share with one another.

Lack of clear communication and transparency from leadership. Limited opportunities for employee input and involvement in decision-making processes. Resistance to change and reluctance to embrace new ideas or approaches. Favoritism in promotions and advancement opportunities.

Cerro Coso Community College: Classified

The tendency for the District to create new management positions at the drop of a hat for no clear reason, with no explanation, has eroded trust from the colleges in the District. Under the last Chancellor, the shift up of many Bakersfield College staff and administrators has led to a District culture where BC is always the emphasis while CC and PC exist off in the distance without much representation or actual voice in any conversations.

I think we are all doing our best. It would be nice if we were more flexible in our hours and work environment (i.e. working from home).

There is a clear hierarchy with staff in most departments in which directors and those above behave in ways that are not acceptable or allowed with regular staff. The majority of classified staff is denied work from home, even on an emergency basis, but directors often work from home at least once a week. It hinders relationships from forming since the directors are exempt from rules that apply to everyone else. It is also difficult to support collaboration when deans speak negatively about directors or staff on campus to other employees. Instead of supporting employee- well being, employees are forced to either choose a side or stay silent. Overall, staff works well together but certain directors and deans affect the collaboration, spirit, and unity of Cerro Coso.

Only allowing classified employees that have been working within the district to attend the leadership training program is a hindrance that does not promote growth in the classified staff. There are little to no opportunities for classified staff to seek professional development training or to advance in the workplace. We have annual performance

reviews required by the classified contract, however, they at best meaningless, and at worst as a sort of "gotcha" practice for administration. There is no clear benefit to classified staff for the performance review since they don't affect our pay increases, nor do they offer any type of promotions for dedicated work effort. Looking at the statistics the success of the JAQ process is incredibly low. Classified staff are not supported at a district level. Recently, a JAQ received full support from my supervisor, VP, and President and yet a person in a level of authority who has no concept of the functions of the job in question, denied it. When the President pressed for the decision to be reconsidered the first answer was a "hard no". The job position was eventually reclassified but only under the condition that there would be no backpay provided despite the individual having worked out of classification throughout the entire JAQ process. It is discouraging situations like these that make classified staff not even want to try and better themselves.

Innovation: The amount of time it takes the college to create new programs; review/approval through CIC, is a hindrance. We should have a faster and more efficient way of creating and starting new college programs.

Revisiting job descriptions and responsibilities is a must. There are multiple areas on the campus such as the One Stop and the print shop that are doing the job of multiple people without recognition or compensation. Hiring someone for graphics/ animation and expecting them to be able to do every single print job that comes in is not realistic. There was a time when hiring a print shop assistant was being talked about to assist with the constant requests for printing and that has not happened. So not only is the print shop person in charge of graphics, and animations, but also expected to stop in the middle of projects because of the constant print requests coming through. Not only for the IWV campus but for Tehachapi, Bishop, Mammoth, and the prisons. One person is supposed to do this all?? Employees are getting burned out. At the One Stop, there are 2 Counseling Department assistants that sit up front. They are expected to not only handle the scheduling and other tasks for the Counseling Department, but they are now switchboard operators, assistants for other student services bosses, basic needs, access, they answer admissions and records and financial aid questions constantly. They are expected to answer every single question they are asked by students and assist every single person who comes into the lobby. Are they receptionists? or counseling department assistants? Other department assistants sit in the back where they can focus on just their department responsibilities, but not the Counseling DAs. They should be getting paid technician pay if they are expected to operate in all these capacities. Not to mention, here at IWV, the DAs get calls from students at other campuses on a consistent basis. What is the point of having DAs at other sites if IWV is getting all the calls? Being up front for the entirety of the day leaves no room to decompress, they have to be on all day long for not only the students but for every employee who comes to the desk to chat or vent. Again, employees are burned out and not happy. By the time a monetary adjustment is made or job descriptions/responsibilities are adjusted, these good employees will be far moved on from the college district. Is this district-wide or just IWV, I do not know. Some positives: there are events and little things here and there that boost morale, the efforts of the classified senate I believe? Community events are important and events that bring campus life is important and those efforts are appreciated.

There is no transparency among the DO office and classified employees. Specifically, the Human Resources department. The HR department does not tell classified employees things because they do not want us to know, for example... you can negotiate pay if you have a degree higher than what the job requires. In addition, there is no communication on protocols/procedures of the college and from the DO. Managers can also easily blame things on the DO. But is that really true? Or is blaming this situation on the DO an easy excuse so you do not have to do the work to explain things? Faculty, specifically in

Student Services (counselors), act like classified employees in student services are their direct employees to use at their disposal. There is no genuine collaboration. From the experience I have had, most things in the department that I am in are done by committee, even though we have a director who is theoretically supposed to direct and delegate. Because of this, it has created a weird relationship between the faculty and classified employees who are in that department. Lastly, the way the business office operates at Cerro Coso is completely different from the way the business office operates at PC or BC. As far as I am aware, CC is held to much more restraints than BC or PC. At CC it is almost impossible to get a Cal Card/purchase things with Cal Cards, but BC/PC (from the impression I have) can use their Cal Card to purchase things much more easily. In addition, POs at CC go through a rigorous approval process- which is not a bad thing, but POs often get approved, whereas at PC/BC they might be approved easily. Overall, the lack of transparency/protocols/procedures (from HR and the DO) truly hinders collaboration. Nonetheless, classified to classified relationships are strong and invaluable.

From a distance it appears that much of the district office is in disarray, particularly the HR department. The turnover and development of many new employee and management positions are confusing to those of us struggling to work within the 50% rule and fill the gaps in our depleted workforce. In recent times, there have been instances where HR seems to initiate unwarranted conflicts over contractual matters. These disputes not only disrupt collaboration but also hinder innovation within our district. As employees, we thrive in an environment where we can freely exchange ideas and work together towards common goals. However, the confrontational approach taken by HR undermines this spirit of collaboration. Moreover, these conflicts take a toll on employee well-being. The stress and anxiety caused by such disputes are detrimental to our productivity and morale. It's disheartening to see valuable energy and resources being expended on unnecessary confrontations rather than on constructive endeavors that could drive our district forward. I urge management to address these concerns and review HR's approach to handling contractual issues. We need a more collaborative and inclusive process that prioritizes open communication and mutual respect. By fostering a supportive environment, we can unlock the full potential of our team and achieve greater levels of innovation and success.

As one of the newest employees in the organization, I have found that all my colleagues have been very supportive. Of course, as newbies, we tend to ask many questions because we do not want to make mistakes or step over boundaries. The support and communication that has been demonstrated has made my transition into this role one of the best I have ever experienced.

The college has a tendency to hire more administrators for new programs - directors, deans, coordinators, etc. - without increasing the number of classified staff to assist them. Most classified positions are now experiencing an increase in additional workload (including providing assistance to the additional supervisors) without an increase in compensation.

A lack of transparency at the District level is problematic. Positions being created without going through the correct process creates a climate of mistrust, and other ongoings at DO HR, have created a severe mistrust. All meetings being held at the district level take managers from IWV away often. At the college level - a climate of us(classified) against them (HR) is very much in the air. Classified very much feel like they are constantly having to fight for their rights, and HR seems to push back their mistakes on to Classified to fix, either at the DO or internal level. It does not feel like a partnership at this time. There have been/are individuals in management positions that do not adequately do their jobs, yet there seems to be no recourse for their lack of work. When staff cannot get their requests completed because those in management cannot/will not do their job, it very much creates contention, and resentment. The

overall lack of communication from the upper levels. Big decisions are being made or on the cusp of being made, and the individuals the implement the day to day in these areas are not consulted. Classified staff are overworked and underpaid. There needs to be some consideration for the scope of work placed upon employees.
I find this to be a very supportive campus.
Favoritism is a huge hinder to employee- well-being. Managers are allowed to essentially hire "friends", These friends continuously break regulatory rules while their management friend looks the other way. Sometimes these hires do not even meet the minimum qualifications, however, they are allowed to fill these positions. There are employees that take off an excessive amount of work and their work has to be picked up by others. This practice needs to stop. Employees should not be allowed to have negative hours in the hundreds and not reporting all their hours. It creates burnout for the employee(s) that do show up to work. In addition to this, when people leave, their duties are permanently absolved into other employees positions, instead of the role being replaced. There is a huge workload put on employees, without additional compensation. Another hindrance is the lack of diversity in management roles. POC faculty/classified are hardly ever considered for full-time or management positions. There is an overwhelming absence of POC at this college and it can effect the well bring of POC employees. Constantly being misunderstood, underrepresented and looked over for promotions.
There seems to be less and less transparency between departments and a feel as though there is an us and them team rather than the specific colleges and district working together under the same goal of serving our students. Examples would be people moving into positions without any notification or job announcement of a position opening allowing others to also apply for positions. There seems to be a neglect for proper processes in movement of positions. It has been known where staff meet minimum qualifications, but are not invited to interviews. Instead of hiring for open positions, it seems that ICA's and pro expert agreements are created for people and slipped into board docs in the hope no one sees them. Classified consideration and understanding have declined over the years. Staff have to review and advocate for themselves to ensure that local processes are adhered to.
Hinders Innovation: The process and obstacles to create new programs should be evaluated. We need to adapt to new needs of the communities that we serve and do so quickly. Innovation should be at the forefront of our colleges. Obtaining approval to even begin the steps to create a new course or program is beyond challenging. If one is lucky enough to receive the green light to begin the process, it will usually fall on the shoulders of one person, and the timeframe is unreasonable. CIC should always accept proposals for new curriculum, and there should not be a freeze on CIC reviews. The college should be able to create a new course or program in a short amount of time. If it takes a year or more to create a new program, we are doing a disservice to our communities, as by the time the program is created, the needs of the communities which we serve have changed. Hinders Employee well-being We need to be able to trust that our employer is recording and providing accurate sick and vacation time. No employee should have to verify human resources has processed their vacation or sick time accurately. I have personally had time processed incorrectly; thankfully I keep record of every single absence I take; therefore, I was able to have it corrected once I provided proof the district had incorrectly recorded my time. My manager has not only had her vacation time processed in duplicate but has also not had her vacation time processed in a timely manner and it resulted in the loss of accrual. Like me, my manager keeps record and checks her taken vs accrued consistently and was able to identify that an error had occurred. She continues to follow up with this as the error still has not been corrected. There should be software in place that prevents duplication. The price of living has increased exponentially. There should not be a single KCCD employee who is making

equal to or below that of which a fast-food worker is making. Additionally, every location should have at least 3 college cars stationed at each location. It is unreasonable to expect employees to travel more than an hour (away from their work location) to simply obtain a college car to use for work purposes. It is equally unreasonable to expect college employees, who are barely making ends meet, to add additional ware and tare and pay for gas when they need a vehicle to travel between locations strictly related to their job. An example of this would be an employee traveling to a high school from their work location. Ease of accessing information is another issue employees face. KCCD and all colleges have new websites which makes it challenging, and at time frustratingly impossible, to access forms and information. Most employees have no idea where to locate handbooks, retirement information, or even basic forms; those who attempt to locate such items deal with the frustration of the website/employee website.

It's been my experience so far, working for Cerro Coso since October 2022, that a majority of the individuals employed here crave recognition. To the point that the gatekeeping of experiential knowledge and the reluctance to leverage resources and skills of others has created an competitive environment rather than one of collaboration. It's a lot of "I" and rarely "We." This has created a distraction from the true intent and motivation that should be propelling collaboration: the best interests of our students--prospective and current--as individuals and as a whole. In our team's constant attempt to work collaboratively with other departments, we find those efforts are met with audible sighs, eyerolls, whispered complaints, and the overwhelming feeling that we are putting them out. The invitation for any involvement in our planning and/or hosting of enrollment/retention effort-focused events seems to be an inconvenience. This directly affects the energy, confidence, and demeanor of staff as a whole and, without fail, is felt by the students we serve. It's my belief that much of this issue starts with management. It starts at the top. If managers are opposed to working with other department heads because of long-standing feuds, resentment, or whatever might be the case, their team will follow suit. A culture of avoidance prevails. Siloed thinking becomes the norm. Creativity and innovation is pushed aside and we tread water in a pool of "I do it like this" and "this is how it's always been done." Ignoring the evolution of our students, the shifts in societal and institutional trends, and the mental health of our staff. To sum it all up, I think it's leadership. I strongly question whether or not the correct individuals are in positions of leadership. Not all but some. And maybe this hasn't always been the case. Perhaps it's a matter of them being jaded. Or complacent. Is it more a product of self-advancement instead of advancing oneself into a management role with a desire to foster change and creativity and innovation and collaboration, for the benefit of one's team and the students we are meant to serve?

A lot of this hinges on management. I have found some people in management to act in a professional manner (confidential with information, supportive of employee wanting to learn and develop professionally, being receptive to feedback and striving to improve themselves and creating a positive work environment.) I have also had to deal with management people who are not professional. Who take things personal, act unprofessional by disclosing sensitive information, gossip, are vengeful and demoralize people around them with their negative behavior. There seems to be little oversight, no accountability (if any), and no consequences for non-professional behavior. Which is disheartening, because a person in power going rogue has a huge effect on the moral of everyone else. And there is little those of us on the lower tier can do about it. Let me be clear, I have only good things to say about our top tier management at Cerro Coso. Their heart seems to be in the right place, as in they really genuinely care about students and the welfare of Cerro Coso. While I don't work closely with upper management, I can't think of a single instance when they did not behave as in laid out in my first paragraph, they are professionals and I feel confident in their leadership skills and supported and looked out for by them. Where I have seen unprofessional behavior is on lower to mid-

level management. Once again, some of our sites are dispersed, and there is little to no oversight, so a lot of these problems go unnoticed. I wish that the satellite campuses were more closely integrated, and that there was more oversight. To protect staff and ensure a positive work environment. It is very difficult to speak up when one has to fear retaliation - and some of our campuses are so small that it is easy to pinpoint if someone speaks up, even anonymously.

I like how there are lots of events happening on Campus. I feel sometimes the nature of my job hinders collaboration with other departments.

we have events that include staff, which support collaboration. I think that there are a lot of staff and faculty who don't participate in these events, which hinders innovation, collaboration, and overall well-being. I'm a happy staff member, but it disappoints me to see others being negative about college events. This is a fun, welcoming place, and I wish more people felt that way.....

Positives: -Once a year gathering to recognize staff and allow for networking and meeting between the college campuses and the offices/areas of the college. -The opening of the gym for employees to use. This allows staff to work on their physical well-being as well as provide a safe environment away from weather elements and animals. -Lots of opportunities for joining meetings and be part of hiring committees. -The employee breakroom is inviting. Things that could be worked on: -Areas of the college are neglected and are in poor condition. For example the road (top of College Heights Blvd.), child development center, walkways, and dead trees. If we don't don't take pride in how the college looks can we expect our students. -While there are opportunities for professional development often times we are not allowed to partake in them due to staffing or management restrictions. -There still feels like a disconnect from college departments and colleges.

I have only been here for a short time, but something that I have noticed is that things take a long time to get done. I would hate to think that it's a diversity/culture thing but whenever I(a person of color) send emails or request support for my department nothing happens or it takes too long. However when I cc my supervisor who is in a higher leadership position things get done right away. I don't like having to CC them on everything or having to jump through hoops just to get things done. For me, this hinders innovation because if I come up with new ideas or plans I'm not sure how long they will take to implement. Additionally, this hinders my well-being because then I question whether my skin color is the issue. I think all of us should be respectful of each other regardless of our position and remember we are here to work as a team to support our students. For me, students should always come first. My supervisor, a few others from other departments, and I share this mentality which has allowed us to successfully support so many students. However, I fear this is not the case with every department or individual. I think if we revisit our goals and mission as an institution we can refocus our attention to meeting them together.

Administrators enjoy collaborating with everyone. They help support individuals in their own departments and will help in other departments as needed. Everyone has a smile and is willing to help to help support the college.

We tend to take our positions too seriously, this is not meant to be sarcastic nor intrusive of anyone's character, nor disrespectful towards anyone. When faced with difficult questions in which we feel we are not the correct person to provide solutions, we tend to sit back and hope that solutions come about from mid air. We need to take a step back and analyze our positions, make ourselves aware of who our immediate supervisors are, and the subsequent hierarchical structure within our structure, whether that is at the unit, division, institutional, or organizational. But this also applies to the district level as well. We have been placed in positions to serve students at each and everyone of those levels. However, in sitting within our positions, we tend to feel that decisions sometimes cannot be made within others' input, which is understandable. However, we tend to stop

there. We need to further reach to provide immediate solutions to better serve our students. If we just "work" within our immediate structure, we are hindering and negatively impacting our student populations across the board. We NEED TO SEEK answer and solutions to be able to provide improved services for ALL students across our units, our divisions, and more importantly, across our cross-sectional structure. Specifically speaking about the Early College structure, although we have good enrollment numbers, this is only a dent in what they could be. We, as individual institutions, and as an organization, are not doing enough, specifically to communication, to improve our platforms, our image, and more importantly our services. WE ARE MAKING an unconscious NEGATIVE IMPACT on potential students when we sit and wait for decisions to be made instead of constantly communicating to developing solutions when faced with uncertainties. When will this change?

Morale. Respect. Boundaries. Parity. Trust. Transparency. I just wanted to highlight these words. People change in four different seasons: When they hurt enough they have to. When they see enough they are inspired to. When they learn enough that they want to. And when they receive enough that they are able to. Dr. Bloomberg, thank you for providing a platform to gather voices across the district together to speak candidly. Anonymity is powerful, thanks to Michael Carley for the reassurances! - HR is an major area of concern these days. There is an extreme lack of trust at the district and local levels, especially with managers that do not have enough experience and a large amount of institutional knowledge has been lost in recent years. A recent re-org has elevated existing employees into positions that they would not have qualified to hold had they applied for the position specifically vs. being promoted into them. - Returning employees that have retired, not all employees have served our institution well and should not be returning to continue long-standing work that they were not able to complete while they were a part of the district. - Condensed Communications and remove filters (reduce emails that have to be filtered out) Communication is spread too far and wide, majorly disorganized and filtered. Communications that aren't tricked down through management would be appreciated. The experience is often that the 'trickle down' doesn't occur down to the classified level and we're often left operating in the dark. - Paying for contracts that don't truly service the district... there seems be this concept of 'surely there's a program that could make our lives easier'. Now we have multiple programs that all work independently of each other or have so many bugs in them yet we continue to put effort and money in fixing them. - Leadership Academy, leaders from around the district are selected and assigned to teams (3) and tasked with creating a project, process, or plan intended to effect the district in a positive way while specifically addressing KCCD strategic goals. Yet only 1 is presented to the Board of Trustees. Why does the district not use more of these ideas? A final note, the Leadership Academy experience currently teaches collaboration with other management skills and a broad understanding of how the district works. It does not serve as a softskills or development experience, which is what new managers need. There is a lot of conversation that goes on at the classified level regarding managers that were promoted from classified, new to the district, or long standing that have poor management skills that are very much in need of soft skill and conflict resolution training.

In a lot of aspects the work culture is wonderful. Everyone is friendly and for the most part willing to help and share their knowledge. I think being introduced to other staff members officially that we work closely with would help our work relationship with.

From my perspective, KCCD employees are extremely helpful and put each other and the needs of their college first. My favorite aspect of KCCD culture in my college is the atmosphere of support, and of having a healthy union presence. Nothing trumps doing the right thing. Departments don't squabble or look down on one another, and every single classified member is looking out for every single other member. I appreciate that

my college takes the well-being of its employees seriously. One specific example is hiring full-time security personnel. It's harder to believe that safety is first when it is outsourced to a revolving-door third party temp agency. Much nicer to have the security folks be part of our college family and hopefully our union (though I don't know off hand if they are). I see that as the kind of serious effort that I can applaud.

There are too many secrets, prejudices, and barriers between groups like administration vs. faculty vs. management vs. classified; or district vs. college, campus vs. campus, committee vs. committee, and department vs. department. To ensure our students get the best education possible, we should all be able to work together to that end. This behavior is also detrimental to employee morale. The hiring process, particularly for current employees is far too complicated. Current employees must face a panel of their peers (who they will need to be able to work with later) in basically a court of inquiry. Upward movement is difficult because positions must be applied for and won rather than presented as an opportunity for promotion. Position titles (and pay) should match the actual work of the position. I am a **(job title redacted)** for a campus, not a department. I do a greater variety of activities and am usually the only classified staff (other than one **(job title redacted)**) on campus. I am a campus manager with no real authority at a **(job title redacted)** pay rate.

Every human being regardless of culture have different attitude, it is always ; how to react, or how to dance in this type of a person. Many times, I had encountered a hyper colleague, if I have a complain about this person, I will tell my supervisor about her actions towards me. I worked part-time **(job title, location, and specific situation redacted)**. I am grateful and blessed that I had a chance to work as a part- time **(job title redacted)** at the same time student. I graduated last **(year and degree redacted)**. I am happy to help people regardless of ethnicity.

Specifically employee well being. There is no flexibility with schedules forcing employees to give up work life balance and put work over family time. It's unfortunate that we have not come to a place where we can give our employees grace to work remotely a few days a week or a few hours a day to keep family at the top of our list. Instead we are paying money we don't have for others to raise our children.

Cerro Coso Community College: Confidential/Management

Support Collaboration - The district/colleges set up a KCCD Districtwide Enrollment group (among other groups) composed of individuals from all the colleges. The Dual and Concurrent Enrollment group was outstanding and supported collaboration, connection and it was so helpful. Kylie Campbell oversaw this group and was extremely supportive (and dual enrollment grew substantially under her leadership). I believe BC was #1 in the state for Early College enrollment with Kylie. Once she left (you should get her back she works at Careers Ladders) this group crumbled and the new leadership of District Dual and Concurrent Enrollment/Early College leadership is terrible and now non-existent. There is no support or collaboration and it is very sad to see something so positive disappear. The practice that needs to be changed is don't hire friends, but hire the most qualified person for the position, even though they may not be liked by everyone. Hinder Innovation - One area that hinders innovation is the Curriculum Instruction Committee (CIC) at the college level. When they get "busy" all new requests or new program requests are pushed back 1-2 semesters, which is 6-12 months. There should be more that one CIC group to handle the influx of program requests at the colleges. I am not sure how the district can help, but even at the smaller colleges (i.e. Cerro Coso) this is a huge problem. Employee Well-Being - One practice that the district and Board that practices that hinders employee well-being is their lack of willingness to support classified pay raises. With the new minimum wage rates at 16.50 per hour, and fast-food workers making $20.00 per hour, many of our classified in "professional positions" are grossley getting underpaid. All classified positions at the college should

start at a minimum of $25.00 per hour now based on the California pay climate to support living wages.

Current practices require the people who want to initiate change, move the needle forward for student success, and generally be on the cusp of emerging practices in higher education to do all the work. There are two groups - those that advocate and are actively involved in this efforts and those who are fine with the status quo and want to be left alone. Current practices, bargaining units, and norms allow for this to continue. There is little reward for those that do the majority of the work but they continue to do so because it is was it right. On the other hand, there is complacency for those that do not do their fair share of the work.

The district office is a bloated disaster! Hiring of positions at the District office (DO) without going through any planning. The Colleges have to do planning, and try and balance staffing on the fifty percent law. The DO simply does what it wants hiring consultants, contractors, and other positions. Randomly the **(job title redacted)** become a DO employee; yes, the board approved this, but it sent a bad message. Business Office is good; however there is no budging on surplus. California law for us to surplus is very easy to follow, and **(name redacted)** will not budge on change. There is "board policy" that say's we have to get a third party value our equipment and surplus material, try to auction it off, then we can trash it. State law says if the value is less then $5,000 I can surplus many ways locally without a third party involved. When we ask for the "board policy" we get sent junk with no clear answer. Facilities Department. **(name redacted)** was horrible, he never answered emails, did not do his Job, and left his department fend for them selves. Daniel Reed has been holding that department together for four years while **(names and specific situation redacted)**. Facilities was also supposed to hire additional project managers and a director of construction. That has not happened. Here at Cerro Coso, there is only one Manager with 19 employees, and six geographically campus to maintain. BC has multiple managers doing the same job, PC has two managers. Okay, so CC wont get another manager, but quit taking the Construction Project Manager that lives in Ridgecrest away from the campus to work on Porterville projects, Delano, and Arvin. Y'all make Chris drive over on Thursdays so he is "in the office". He is in the office four days a week in Ridgecrest at the M&O office, for 10-12 hours a day; the rest of DO facilities works from home; what a waste. With him now working on other colleges I am stuck doing his job again, and I do not have the bandwidth.

For the most part, I truly enjoy working here. Like with any job, especially where there are a large number of people, there will be some tension friction between personalities. In my short time here, I am grateful to say that I have only encountered that two to three times and hopefully, as things progress, things will get better allowing us all to work towards common goals for our students, employees and community.

Changes are made and not communicated broadly throughout the district. For example KCCD changed logos and began going by Kern CCD. As a manager, I didn't know about that.

My understanding is that CTE deans and staff at the district office work closely together and meet (virtually) regularly to discuss what is going on, talk through challenges, and generally support each other. Other areas with similar types of collaboration, form what I understand, also are happening with Dual Enrollment and Institutional Research. Encouraging these cross-district collaborations, while still allowing each college to maintain control over their own initiatives, agendas, etc would be help groups maintain relevant connections across campus and help make useful connections to other areas. I am so busy and everyone around me is so busy that none of us have time to just think and come up with new ideas for growth. When we do have an innovative idea, we don't have the time it takes to flesh it out, build it, test it, and fully implement it. There is a lack of communication and clarity regarding how positions are created or changed. The

students being served are at the colleges, not at the district office, so being told to "grow, grow, grow" on the ground while also being told that insecurities around the budget mean we cannot hire people to support the growing demands while also seeing new positions or changes in structure/positions pop up like weeds at the district office is demoralizing. Especially when those positions are seemingly decided without going through a participatory process, without dialogue or consultation with anyone. Another hinderance to employee well-being is the constant breaking of boundaries when it comes to work time and personal time. Emails, calls, requests for meetings that come in at absurd times. (For example, a meeting "invite" going out at 8pm with the meeting scheduled at 7am the next morning. This is nonsense.)

Over the past couple of years, there has been a decline in transparency in decision making at the district level, which is particularly pronounced with regard to the organizational structure of the district office and position titles/responsibilities. Several positions were elevated in title/pay, with a commitment by the then chancellor to not replace the former position (e.g. associate vice chancellor to vice chancellor), which not long after were replaced by small changes to the duties and/or title. New positions were given to employees without a proper recruitment process, highly secretive if not improper, and positions were awarded to employees before there was even a title or job description. Annual Unit Reviews were presented two years ago, without discussion on changing this to a two-year planning cycle. To be fair, this was noted in text, however, this change was not emphasized, and caught everyone off guard the following year when the campuses brought up the Annual Unit Reviews. Campuses were requested to give feedback on the Annual Unit Reviews this year, and while there was brief recognition that the campuses (at least two) did not support a number of the plans/structures being proposed, department leaders would do better with transparency and participation next year (after it was decided that this must be an annual process to align with budgeting). The reasoning for the (job title, name and specific situation redacted),

In general, there seems to be a limited culture of district units and personnel understanding and prioritizing their primary role as one of supporting the work of the colleges. Resources, time and attention are regularly directed to areas that do not at all or do not directly support the work of and benefit the colleges. It can be very difficult with some units to get the support needed and barriers removed to accomplish our work to continue to improve our efficiency, effectiveness and innovation in serving our students. This does vary from unit to unit. IR definitely prioritizes supporting the work of the campuses, but has had limited resources to do so. IT appears to be quite the resourced empire, with VERY few positions and resources directed to supporting the work of the colleges. Critical projects that directly impact students languish uncompleted sometimes for years. I want to emphasize that the people who do work directly with us are phenomenal- Dave B., Todd, Stephen, previously Charley, but the massive increase in personnel and resources dedicated to IT have provided no benefit to the colleges work and has, in fact, gotten much worse. I fully understand that there is a lot of back-end work also required for a district our size, but there has to be a better balance between supporting infrastructure and supporting the work of the college which is always and increasingly reliant on continually developing and new technologies. To varying degrees, though, we often experience having to battle against inertia, resistance or dismissiveness in getting our needs met from a number of units. Partly this seems to come from a lack of awareness of or lack of care to understand the needs and challenges of being on a campus and working directly with students. There are very limited attempts to gather input from the campuses on how best to meet the needs of and support the colleges' work and the needs of our students. There is more that I could say, but I will leave it at this overall cultural problem (from my perspective) and just offer some suggestions below.

Cerro Coso Community College: Full-time Faculty

Communication and support coming from the District Office is less than effective. The DO, in my opinion, is there to support all the colleges equally, not perceived as such. DO is supposed to be as a support to helping the individual colleges grow and provide quality education, not hinder progress as it seems to do from time to time.

The (job title redacted) is a toxic manager who screams at employees, doesn't communicate effectively, and micromanages all aspects of operations. There have been multiple complaints to HR without any positive resolution. On the other hand, President Hancock has been a stellar example of leadership. He is welcoming, listens to one's ideas and has the best interest of students, faculty and staff in mind when making decisions. I recognize that each college has it's unique culture so they tend to operate independently, but it would be appreciated to have more district-wide programming.

Many people have to make hard trade-offs every day about work and family commitments. I believe one shouldn't have to feel guilty for taking sick time or vacation time, yet at ESCC Bishop/Mammoth Lakes it is stress-producing because I feel that I always letting down either my family or my manager. We are so short staffed here at ESCC Bishop/Mammoth Lakes that when somebody takes time off, management make us feel bad for doing so in their own passive aggressive way. Furthermore I feel there is a lack of emotional connection between employees and leadership at ESCC Bishop/Mammoth Lakes. It seems more like a transactional workplace approach which increases workplace stress and weakens social ties and lowers employees boost and morale. ESCC Bishop/Mammoth Lakes never participate in any Cerro Coso College engagement activities because management here doesn't appreciate participating in any activities other than work. We feel neglected by the main campus.

The current culture in my department at my campus is horrible. I have worked here for several years and never have I been so disappointed with my work environment. I used to work in a collaborative department, but because of the current make-up of faculty in my department, especially with a faculty member who is causing chasms between admin and faculty, work is no longer a comfortable place to be. My department no longer works together as a cohesive unit, and the fault is not on the part of admin. My well-being at work has been negatively affected. I can no longer collaborate with my department as a whole.

How about these from a Cerro Coso perspective: The (job titles and specific situation redacted) and make up for a nice corrupt college. The president is just a power head seeing both VP's run the college. Hiring practices: the (job titles redacted) keep promoting their "white" friends...case in point, (job title and specific situation redacted) in the span of 5 years as they simply bypassed experienced and highly qualified outside candidates. Another clear example, hiring a (job title redacted) with no managerial experience, why? because she can be easily manipulated because the "owes" them the promotion and why would she ever go against them if they run the college? I say 'keep promoting' because guess to influences the hiring committees? the (job title redacted) of course. White leadership: (job title redacted), white; (job title redacted), white; (job title redacted), white(job title redacted), white; (job title redacted), white; (job title redacted), white, (job title redacted), white, etc.- and this has been the practice for decades! Not until recently did they hire two individuals of color for director positions and they keep them in check- out of sight, out of mind. How many black men or women working at Cerro Coso in admin positions, NONE! Need more proof? Don't take my word on this, just read the college reports: racism and discrimination is rampant. Yes, people don't come up and call you racists names. But does anyone need to to show that they are racists? Microaggression goes a long way. President does not act on reports of employee dissatisfaction. All he says, "there is work to do" and carries on business as usual.

We tend to have poor, outdated systems for planning. It seems our entire organization could perform better if information, meeting dates and times, agendas/minutes, college-wide (district, state) initiatives progress and planning, etc., were available in a single

location. Expanded use of Microsoft Teams: We have a powerful tool that could connect our district in a way that is more innovative than email. Most organizations thrive using project management tools and communications tools that are proven, we seem to lag behind in education and that's unnecessary - less tech savvy folks just need more training and fewer, but more useful, tools. Meetings for the sake of having meetings. I think our meetings should be project-based. information items on agendas should be included in emails and meetings should be shortened with the expectation that members have reviewed the content. This would be highly effective through something like Microsoft teams where folks can comments and have discussion and review documents asynchronously. There's just no reason to get folks into a room to disseminate information, especially at Cerro Coso where most faculty are not on campus to attend meetings in person.

Collaboration is not as robust and collegial as it should be. The DO is here to support all the campuses equally and not favor one over the other or other two. Some DO personnel tend to take credit for things done by the colleges. Do not understand the need for additional help, specifically in marketing and voice of collaboration to the other colleges/departments. Inconsistency in policy adherence.

The district has a large turn over of employees. This leads me to believe the work environment is not conducive to employee well-being. Working with the district is difficult at times and it can take an enormous amount of time to complete tasks.

Nobody seems to know the rules or procedures and everyone is out there doing their own thing. It's a crazy free-for-all. People stepping on people's toes, doing things they shouldn't. It's totally crazy and nobody seems to care.

The recent Employee Convening event has allowed faculty, staff, and administration to connect more, though could be improved by making it more interactive. The regular staff Outlook newsletter creates some cohesion. This new convening event came about due to prior college climate surveys reporting low employee trust and morale. Innovation and collaboration are hindered by several things at the college. We are administration heavy despite declining enrollments, which results in a focus on outcomes and reporting and hinders action and implementation. Further, there is poor communication flow, which is partly due to there being too many administrators for such a small college. Everyone seems to assume someone else shared out some important news and nothing seems to get reported as a result. There used to be monthly college-wide chair meetings run by the VP and now there are separate CTE and LA&S chair meetings run by Deans, which creates silos. A related concern is that **(job titles and specific situation redacted)**. Collaboration is also hindered by a pattern of meetings being cancelled last-minute and a lack of responsiveness from various administrators in charge. Collaboration is also hindered because the college leadership seems to chase FTEs without fully having the supports in place (ISEP, Early College).

In recent years, the district has made decisions, for example the creation of **(job title redacted)** position, without adequate consultation with constituencies. Additionally, we seem to have been chasing the next bright and shiny thing, something that results in a public relations coup, with adequate planning for support. As an example, we have planted trees without providing adequate irrigation to support them, solely to capitalize on an environmental PR event. There has also been a tendency to try to keep things quiet, avoiding negative PR, by "cutting deals" to avoid problems rather than addressing actually addressing them.

My experience with the district thus far has been my reaching out for technical help, benefits questions, and other employee-related functions. I found the individuals I spoke with to be professional and helpful at each juncture, responding timely and completely to

my questions or requests. The individuals I spoke with were in the IT and HR departments there at the district.

Our college says its working on efforts driven to improve Equity and Inclusion, and it's hard to think we will get there when there are people within the organization who are insensitive and make derogatory comments about minority groups, including but not limited to those who are English Language Learners, people with disabilities, and/or come from a disadvantaged background. There have been instances where I have overheard department leaders/management (in Student Services) express themselves unprofessionally (for lack of a better term) about the employees they oversee/supervise. It is very sad and adds to the culture of mistrust, affects morale and employee wellbeing. A leader who does not lead by example cannot be trusted.

There have been and continues to be behaviors, practices and norms within the college that hinder collaboration, innovation, and employer well-being. At CC, when questions and/or concerns are mentioned and when they are acknowledged/addressed it is not done in a timely manner. The practice in the response is done in silos, not made public (when it is appropriate), shortcoming with all the details/data, and in a gaslighting fashion. As a result, collaboration, innovation, and the well-being of the employee is affected. The practice at CC seems to be that different administrators from different departments have to first collaborate, come up with an answer/agreement before a question/concern is addressed. As a result, one cannot reach out to other departments for collaboration and innovation because it has already been determined that such a thing cannot be possible. At CC, there seems to be a fear to truly support underrepresented causes for students. Unnecessary limits and boundaries are implemented to move forward with a program/idea when it does not align with admins preference despite it aligning with the college and KCCD's mission. When certain causes are supported/implemented they are done as a matter of fact, and there is no follow up. They are done more to check off a box and say that an event was done. This practice has been implemented and continue to be done because there is no oversight and accountability of admin.

Cerro Coso Community College: Student Worker

I work at the IWV site as a peer mentor. I get a lot of support with the access programs. It makes me want to come into work everyday.

Speaking to others with respect and not with intent to intimidate or threatening them.

Behaviors I see that allow clear, friendly and open communication is just how polite faculty and professors are. I have never just been shut up, I have always been allowed to say what I want to say even if disapproved of.

Being kind, welcoming, understanding, and give opportunities to others. All positive behaviors is what I have experienced.

Having handicap tables in the cafeteria and in the rest areas of all floors would be great! The library bathroom doors are not handicap accessible. The doors weigh a ton. I've needed things and the school has been very accommodating.

Cerro Coso Community College: No Employee Type Provided

Support: I am given the opportunity to be creative to solve problems, expand services, and enhance student experiences. I have the support of our communities and local high schools. I feel like KCCD and our college tries with what they have available to do what is best for our students/staff/faculty/admin. Hinder: Sometimes there is too much focus on our main campuses. Shared resources are not always dispersed equitably or in a timely manner. It's hard to capture from a distance what is actually going on at each campus. Most of our meetings are report outs from other meetings where the subject matter is very focused on a specific topic or area. Cost of living has gone up dramatically in almost all of our service areas. This makes housing, transportation, and

everything else nearly out of reach for most. Not only is it hard to recruit new staff, it's getting harder to retain and keep them. People do not enjoy working 7 days per week just to survive. I can't even imagine how our students are surviving in this climate.

District Office: Classified

For hindering, the only thing I have observed is some of the top-down authority where the classified voice is restricted purely to our work and not having more of a voice about the role we play in the organization. Such as being delegated a lot of complicated projects but being told more than asked when things need to be done regardless of how we have already prioritized tasks or what we have on our plate already.

Administrators are free to determine movement within departments without considering its employees or its consequences. One department has been moved from one campus to another in secrecy. Returning to work the following Monday to find that the department has been moved. Employees even using their vehicles to move items to and from. The same department and its own "new" administrators support working in silos rather than the overall support of the organization. No organizational plan to even seat people in proper office environments, no proper procedure for doing so.

It is unclear how some individuals are promoted within the district. There is a disconnect between those at the top and those responsible for the day to day work. When changes are made, the reasoning behind those changes is not always communicated to those employees impacted by the changes. It would be nice to feel like our input/voices mattered. Some changes should not be made solely because they are cost-effective. It is important to look at how these cost-effective solutions delay projects and/or impact the quality of the work produced. Some positions exist at both the district office and the college campus. Just because the titles are the same, does not mean the expectations of the work produced is the same. Employees at the district office are expected to produce more. They are held to higher standards, but they are not paid more. Some job descriptions have not been updated in 15 or more years and do not reflect the current responsibilities, knowledge, or technologies utilized by employees today. Job descriptions, expectations and pay need to be reevaluated and aligned. HR hiring practices are also inconsistent. Employees in similar positions with similar work experience and/or education are started at different salary steps depending on their work location and/or how well they negotiate with HR. Employees with doctorate degrees are not paid more. Other institutions provide some kind of stipend to employees with these degrees. KCCD does not seem to value those degrees and we should. I appreciate the yearly salary increases that are negotiated by the union, but we should also allow for some kind of merit increase. Some employees just coast along and get an annual increase. It is hard to stay motivated when you do not feel appreciated or appropriately compensated for the work that you do.

KCCD paying for my trainings and conferences provides support and innovation. Also my supervisor supporting changes I recommend also provide it. Excellent colleagues and a supportive manager contribute to my well-being. I do not feel any hinderance at this time.

KCCD always seems on the verge of being really amazing. However, we still tend to operate in several silos. Some areas are very good at allowing their staff to be autonomous, think creatively, and really shift paradigms. Many of these areas have adopted a distributed leadership model that facilitates more flexibility for employees to accomplish their work. This has also improved employee well-being by easing some of the traditional workplace stressors for employees. For example, allowing remote work where it makes sense, being sensitive to an employee's personal KCCD journey (not just their work performance), encouraging collaboration, celebrating successes, etc. This model has created some amazing initiatives and programs like CREL, Early College, our workforce development programs, etc. Other areas, however, are very much tied to outdated leadership and management philosophies that focus on micromanagement,

top-down leadership, etc. This tends to stifle really powerful work and creative thinking. This also tends to create an environment filled with stress and uncertainty. Specifically, after the COVID-19 pandemic, these silos were made more apparent. Nowhere is this more apparent than in the amount of staffing shifts and turnover throughout the last several years. Employees are realizing that old ways of thinking MUST be updated for the modern world. While this might deliver on a specific "bottom line", it is often at the expense of other important aspects of working in the modern world.

I continue to see too many silos in our offices (District Office). Business Services over-emphasizes compliance and "doing things right" with hardly any customer service or soft skills to support staff. We mostly get harsh emails in response to our questions or our forms denied with very little support, other than being told what to do in harsh message. I'm sure they are great people, but many seem to lack sufficient people-skills throughout that whole division including **(job title redacted)**. It sometimes feels like they act in a way that we report to them. Way too harsh for colleagues to be talking to each other that way. Also, I'm concerned about our Early College staff and how we have been treated important leaders like the **(three job titles redacted)**, which contribute to a very harsh culture and workplace environment. Seems like lots of egos and power leadership, and a lack of humility and service type of leadership which we really need. We have lost a lot of Early College staff because of this type of leadership.

In my **(specific number of years redacted)** at Kern Community College District (KCCD), transitioning from a career predominantly in for-profit institutions, I've observed certain dynamics that impact collaboration, innovation, and employee well-being. From my perspective, the culture within KCCD has, at times, been hindered by a lack of collaborative spirit, partly due to a union-centric environment and a tendency towards compartmentalization. This challenge has been exacerbated by leadership decisions that seemed to prioritize personal career progression over the collective interests of the community and the institution. A notable example of this is the career trajectory of the previous chancellor, whose initiatives often appeared to be steps towards becoming the State Chancellor of California Community Colleges, rather than focusing on the genuine needs and well-being of our community. The impact of such leadership decisions can be seen in various initiatives, including CREL, Central Motherload, student housing, and Baccalaureate programs. While the Baccalaureate program, in particular, holds substantial value, the overall approach to these initiatives—seemingly driven by individual ambition—has led to skepticism, lost trust and a disheartening 'not my job' mentality among staff. This is further illustrated by the current situation with the CREL team, where job insecurity looms large, threatening the viability of this department and eroding trust even further.

Behaviors - hinderance -a manager who isn't my manager complains to my manager for things that don't pertain to work. It seems like that manager is always looking to quiet people. -I have never been one to not recommend places of work to people but the work environment is bad and I honestly wouldn't recommend anyone here which is sad. I have never been to prison but sometimes if it feels like it here -There are days I could go a whole day without speaking to anyone because of fear of "not doing my work". employee well-being - hinderance I am one who doesn't miss work but being here for over **(specific number of years redacted)**, there are more days that I don't look forward to coming to work. Management is always negative and brings culture down. Practices - the training on work from management isn't very helpful and if you ask, it doesn't feel like management cares to help out but rather "figure it out".

Positive - leaders tend to be honest and approachable people; regular holiday events are casual, usually involve some kind of potluck; culture of mutual respect; employees are dedicated to the KCCD mission and care about the community they serve. Good value and mission alignment. Negative - individual initiatives/programs tend to hire outside consultants/agencies to tell them what employees have already told them and/or to

perform work that could be done in-house with better organization/goal setting/use of time; administration talks to each other but departments work in silos; very little opportunity for anyone who is not an administrator to engage with employees from other departments outside of social events at the District Office (DO).

It seems there's a desire to collaborate, but a lack of understanding on how to do so effectively. Initiatives are launched with enthusiasm, but they often lose momentum or are sidelined due to time constraints. With numerous initiatives ongoing simultaneously, there's little opportunity to focus on any one task. How can we ensure that all campuses are aligned with the same initiative, considering the diversity of personalities and perspectives? Perhaps discussing these initiatives collectively could help us reach a consensus and ensure everyone is on the same page.

Overall, my experience working with my coworkers is a very positive, collaborative, and beneficial experience. Within my role I work with multiple departments across the colleges and while most have been positive, there have been some where communication lacked a bit. It's nothing too major as anywhere you go, you can see that communication can always be improved on all sides. I have seen progress with the removal of "silos" and how some departments are a bit closed off from others, even though their workflows go hand-in-hand. Like I said, progress is definitely still being made, but I would love to see it move a bit more.

No comment.

Its been my experience that tools like MS Teams and and shared documentation repositories like Atlassian Confluence along with good team leadership, training opportunities, trust and good open dialog go a long way in promoting collaboration and innovation. Distrust and fear are collaboration and innovation killers

There is very limited room for growth. Example my I have tons of experience and my background is project management, job development and administration. I would love to be a program manager but even though I have the experience I do not have a bachelors degree. I'm working on it but I still have a ways to go. I would like for KCCD to consider peoples experience in leu of a degree. I believe that this would open a door for people to promote and stay with KCCD or any of our other community colleges.

Some of the staff working in the chancellors office are not very friendly or approachable. I remember a time when I asked the **(job title redacted)** a questions and the response I receive was almost like she was talking a little kid and was talking down to me. I felt so disrespected and disbelief that someone working for the **(job title redacted)** would think that it was ok to talk to staff that way. She made me feel really stupid and dumb. I no longer ask her for help and will seek others to assist me should I have any questions. There is a level of professionalism and respect I feel is needed being a **(job title redacted)** because you are being held to a higher standard and she does not have it. I really hope that she has a better attitude and starts to treat people with kindness. And starts to be more approachable.

For support: 1. Flexibility in work environment (remote) 2. Excellent and knowledgeable colleagues 3. Freedom to express thoughts and ideas to management

A few departments (Human Resources, Accounting, specifically Grants are hindered by being understaffed and/or skill up of new hires. Got to do better with retention, recruiting, and promoting from within.

One thing that can help support collaboration at the DO is having quarterly staff meetings. Something casual that brings people together. The potlucks are a good effort, but there doesn't seem to be much employee buy-in with the few that have happened. The employee engagements were also a good effort, but they are no longer happening. Benefits has been great about sending employees information on health and wellness.

We need a culture of respect, transparency and accountability across the district. Faculty-admin and classified staff-admin tension is real. A lot of employees feel undervalued and underappreciated. This is impacting morale. There are real inequities

across the district. Job descriptions are outdated and do not reflect the current expectations or responsibilities of a lot of employees. The district needs to do more than update JAQs. We need positions and department needs evaluated. HR hiring and advancement practices need to be examined. People get promoted to roles they are not qualified for. Initial negotiations upon being hired are not consistent and/or fair. They do not reflect employees knowledge, experience, skills, and/or education. Often, it reflects who they are negotiating with in HR and/or that supervisor even if the position exists on other college campuses or at the district office. Pay should be consistent. If expectations differ at these colleges and/or the district office than the position titles and pay should reflect those differences. Some offices have large gaps between classified staff and Associate VPs or Associate Vice Chancellors. Some offices lack a path for advancement. This will continue to result in high turnover is some of our most important departments.

Taking away remote work has been detrimental. The ability to work remotely has taken away flexibility for employees and forces them to use sick/vacation time. Additionally, taking too long to fill empty positions puts strain on the employees that have to do the work interim.

I enjoy the department I'm working in. Most employees are team oriented and communicate well. One employee is not as willing to take on roles that are not in the "job description". This employee takes on meetings, leadership training, and is willing to go outside and help other departments. Our department is out of office space for our staff and faculty and rooms for our students. Evaluations should be performed on ALL employees. Admissions and Records Department: As a new employee, I had to learn by trial and error how to help staff and students enroll, repeat a course, change a grade, etc. I asked for guidance on "how to" in a document or spreadsheet so I could do the process correctly the first time. That never happened. We did have one classified workshop on how to do a Grade Change and Drop Exception but nothing has been offered since. More communication and explanation from A&R would be helpful.

Supportive Behaviors/Practices: • Regular interdisciplinary meetings that encourage idea exchange and collaborative problem-solving. • Flexible work policies that accommodate different working styles and personal needs, boosting morale and productivity. • Recognition programs that celebrate employees' innovative efforts and achievements, fostering a culture of appreciation. Hindering Behaviors/Practices: • Existing silos between departments that limit knowledge sharing and collaborative opportunities. • Overemphasis on traditional methods and resistance to new ideas which can stifle innovation. • Lack of sufficient resources or support for new initiatives, making it difficult to pursue innovative projects. • No clear standardization between multiple campuses, leading to misalignment and inefficiencies. • Lack of competitive drive within the district; not actively recruiting or incentivizing top talent. • A tendency to focus more on "public victories" rather than "private victories" which are crucial for internal improvement.

1. Public sector employment usually foster a family like environment because employees are around longer due to job stability, etc. 2. I love how our department managers support the professional growth of their employees by willing to pay for courses and conference attendance that support that goal. Everyone wins.

The division between Bakersfield College (BC) and the District reflects an entrenched "us versus them" mentality, which can hinder collaboration and innovation by creating barriers between different parts of the organization and fostering a competitive environment rather than cooperation. The strict communication hierarchy, where all communication with adjunct faculty must go through Educational Administrators, inhibits collaboration and innovation, creating unnecessary bureaucracy and limiting the ability of employees to freely exchange ideas and support one another. The example provided of tradition superseding policy highlights a lack of adherence to established

guidelines and procedures, leading to confusion, frustration, and ultimately hindering collaboration and innovation. Additionally, the absence of guidance and support from colleagues or supervisors makes it challenging for new employees to navigate their roles effectively, contributing to feelings of isolation and hindering professional growth and innovation. Negative feedback from supervisors, such as being told that your work has no value, undermines employee well-being and morale, while the fear of retaliation for speaking up further discourages collaboration, innovation, and employee well-being. Moreover, the stressful work environment described significantly impacts employee well-being and job performance, leading to decreased productivity, creativity, and overall job satisfaction. Yes, I have been told that my work brings no value, when I have data to prove otherwise. Yes, the district has fostered this behavior for far too long allowing administrators to continually behavior with an elitist attitude.

I hope this message finds you well. I wanted to take a moment to provide some feedback regarding the dynamics within certain teams, particularly in relation to certain individuals who have proven to be challenging to work with. While KCCD is comprised of talented and dedicated professionals, it's important to address instances where collaboration and productivity may be hindered due to interpersonal challenges. Specifically, employees who consistently exhibit behaviors that create friction and obstacles within our workflow. Here are some observations and suggestions for addressing these challenges: 1. Communication Style: Certain team members tend to communicate in a manner that can be perceived as abrasive or dismissive. This can lead to misunderstandings and hinder effective collaboration. Encouraging a more empathetic and constructive communication style could greatly improve teamwork. 2. Flexibility and Adaptability: Some team members appear to struggle with adapting to changes or new ideas, which can result in resistance to innovation and progress. Encouraging a more open-minded approach and fostering a culture of flexibility could help mitigate these challenges. 3. Conflict Resolution: When conflicts arise, it's important to address them promptly and constructively. Encouraging team members to engage in respectful dialogue and seek mutually beneficial solutions can help prevent conflicts from escalating and impacting team morale. 4. Accountability: Holding all team members accountable for their actions and contributions is essential for maintaining a positive and productive work environment. Consistently reinforcing the importance of accountability and recognizing individuals who demonstrate it can help foster a culture of responsibility. I believe that by addressing these challenges proactively and promoting a culture of mutual respect and collaboration, we can overcome these obstacles and strengthen our team dynamics by working together to foster a more positive and productive work environment.

The inability for this org to retain employees is heavily impacting the overall well-being of employees and the ability for us to further innovation. Throughout the teams I work with, there have been indispensable employees that unfortunately end of leaving this great org. As a result, integral skillsets that play foundational roles in vital processes are lost, and those in teams are left burdened to fill the gaps.

New employees have no comprehensive orientation that covers the areas related to their job for a good start to their new role. The lack of training or knowledge affects productivity and the effectiveness for the new employee to excel in their role. The guidance provided by the Manager are limited, mostly day-to-day tasks to just get the work done. Of course, to a certain extent, there are areas where you learn as you go but having a solid foundation would set a good path to success and also benefit the District when one is able to work effectively. As one hinders by the lack of knowledge of a certain process, and frustration builds, this not only impacts the person but also the other departments involved and results in inefficiency to progress/complete a task. Getting so caught up with the day-to-day task, tackling each challenge only as it comes, does not improve productivity especially when they are repetitive issues. The lost sight or in

taking a step back to look at the bigger picture and reevaluate, or simply because of "always been this way" or perhaps the fear of not able to cope with the change/unknown seems to deter improvements/ innovation overall. The isolated culture maybe stems from the decentralized operation. There're other factors/ reason for this arrangement, especially when each Campus needs may differ; But there're also inefficiency when the process is repeated 3 times should there's a way/product/services that's maybe beneficial across the District when it is being reviewed by each campus over different course of time, and also the other Campus misses out on the opportunity/delayed in the process to better serve the students with this better/advance options available.

Communication of only to your direct supervisor for any matter - the chain of command communication methods is somewhat limiting one's opportunity to gain experience more and grow. This results in very role specific knowledge (only to get the work done) and not knowing related info on a bigger picture. This limits the exposure to opportunities to also serve in other areas, or personal development, which one may be able to excel.

District Office: Confidential/Management

There exists a climate that perpetuates the three colleges and District Operations to operate as 3/4 silos rather than a cohesive system. Colleges strategic planning and operational meetings take precedence over system-wide meetings seeking system-wide solutions. Our students should be able to flow seamlessly between the three colleges. Enrolling in one college should feel like you have enrolled in all three. We should look for certificates and degrees with pathways that involve multiple colleges.

I strongly believe that ageism is prevalent in the workplace. Despite being hired based on qualifications, I often encounter resistance due to my youth and perceived lack of experience. My work history and opinions are frequently disregarded. Additionally, I advocate for the implementation of best practices regarding email and the use of Microsoft Teams. Many individuals treat emails casually, leading to important messages being overlooked or delayed. Departments would benefit from professional development in communication, establishing clear guidelines for appropriate channels of communication. Moreover, there is a pressing need for standardized business protocols. In my experience, it's unacceptable for emails to be ignored without consequence. Personally, I commit to responding to emails within two days at most. Furthermore, I've observed poor communication from an executive director, who frequently leaves me and others hanging in meetings. This behavior extends to their own team, which is unacceptable. If workload is the issue, delegation should be considered rather than leaving others in the dark. However, ageist attitudes seem to drive their desire to maintain control.

Historically, the culture between the district and each college has varied between not-so-good and good over the many years I've been working for the district. Recent leadership changes and a blurring of college / district roles appear to have contributed to a dip in relations. Individual trusted relationships persist. At the same time, there is also a level of push and pull between individuals looking to advance an agenda of division.

-There is an expectation of working after hours almost daily. -Shortage of classified positions causing employees to work multiple positions. -Lack of district cell phone and being told to use personal cell phone instead. -Personal cell phone is connected to work email and work phone or cell phone number openly shared. -Administrators sending emails late at night (10PM and later) or on weekends responding to mid to low importance emails. (This sets expectations that there is a need to work late into the night or weekends. Emergency situations are obviously exceptions but should be minimized.)

I believe that overall, we have employees that are supportive of our overall goal of supporting students and our community. I do think that we need to re-evaluate some of our policies in terms of departments to ensure we can be effective, work quickly, and keep momentum while also being responsible and thoughtful. Some of the policies in

developing partnerships through grants and funding can take so much time that we get delayed in completing projects and plans. I think the more we can get together and understand each department and employee, we can develop meaningful and effective policies that have the students as the priority.
KCCD has been a culture of a heavy top-down management style beginning with the BOT and Chancellor. Campus presidents have not had the luxury of making decisions in the best interest of their students or the community they serve. College leadership teams should have the opportunity to implement policies and procedures that are governed by board policies with input from all the constituent groups. This is not always the case. It is my sense that the campuses want to collaborate and participate when possible but individuals (Deputy Chancellor) at the DO are not always supportive. With the right leadership teams in place beginning with the BOT and the new chancellor, this can be rectified in an extremely short time frame.
The increase of funding over the years and creation of new departments to oversee specific grants has a trickledown effect which is impacting all departments. Workload in most departments is out of control. It puts a lot of stress on employees to maintain the workload. We cannot take time off of work and when we do it is like we are punished when we return to hundreds, if not thousands of emails to sift through plus tend to all of the work that has built up while we were out of the office. This type of environment is harmful to a person's health, which should be concerning to the District. The implementation of software is put on each department and end user. With staffing shortages and our workload, we do not have the time to perform our daily job duties and implement software programs. Over the years the software implementations fall by the wayside and do not fully get implemented, then become aborted because they will not work with our decentralized environment and our ERP system.
There is no follow up on formal complaints of discrimination and/or retaliation in violation of KCCD's EEO policies and procedures as well as current laws. Make better decisions that are in the best interest of the students we serve.
The salary schedules are something that should be reviewed and something that I have not understood. Managers at BC get paid more than CC and PC in the majority of positions. Managers at PC do not get paid consistently either. All Directors are placed at different levels and not consistent. For example, BC, CC, and PC Director of Institutional Research are placed at J. This is consistent and equitable. Another example is Director Information Technology BC placed at J and CC and PC is placed at I. Another example is Director Financial Aid BC is placed at J, CC is placed at I, and PC is placed at H. This can be seen by reviewing the jobs and salary placement in more detail. These items are not equitable and should not occur. In most instances, the Directors work together and complete the same processes and requirements. Classified salary schedules for entry-level positions are at minimum wage now and should be reviewed. We used to be competitive in the area for all levels and now we are not as competitive. We have many positions around town who are compensated at a much higher rate. The turnover rate is happening more frequently and employees are not sticking around as they have in the past. The better we treat our employees the more commitment and buy-in at all levels will be seen.
There are KCCD wide (DO led) processes and procedures across different departments that are ripe for re-engineering and improvement. Most of these opportunities require cross-department collaboration. This is a big challenge in that most departments struggle with the amount of workload they already have and effectively prioritizing existing and new projects which includes people resource management. More townhalls/meetings like the recent Zoom one Chancellor Bloomberg did on 4/19/24 would be great. We struggle to find and retain good talent in high demand areas such as IT. It would be great to evaluate our recruiting (advertising, use of outside consultants) practices and compensation levels toward this end.

Information is not always fully shared so that leads to confusion, mistrust, and lack of enthusiasm to support district wide initiatives. Districtwide initiatives require college support, information is not often shared so instead of fully engaging in supporting, there can be a lack of cooperation so projects stall and ultimately fail.

There is tension between multiple groups. faculty/administration, classified/administration, BC/DO, BC/CC, PC&CC/BC, so on and so on. We need to find a way to build an environment where people recognize we are all one team versus feeding the us vs. them mentality. I understand this is easier said than done, but needs to be acknowledged. There are often unique processes or system in places at different locations that make it difficult for the district as a whole to move together on things. Different ed planning systems, different alerting systems, different student messaging systems, eLumen vs. CC's custom curriculum systems, Ad Astra usage, etc. There have been strides in using the systems consistently - particularly in the scheduling team, we need to expand that in other groups.

It's been all over the map from very, very good to very, very bad. One of the 'big' things I've noticed is the attitude exhibited (mostly by Bakersfield and Porterville College staff) that the District staff is somehow working in competition with the college(s). There's very much an "us against them" mentality in many departments. It's very unfortunate. Ass I see it, we -- Kern CCD, Bakersfield College, Cerro Coso Community College, and Porterville College -- are all on the same team.

District Office: No Employee Type Provided

We have moved so far away from being able to have productive conversations with each other due in part to a lack of trust. This was created by the executive branch district wide and faculty representatives. There is too much political posturing, backstabbing, infighting, and flat out lying by employees to advance their hidden agendas. There are a lot of good and capable people working throughout KCCD how follow board policy and procedures, conduct ethical compliance, and understand the power in diverse organizations. Unfortunately, we are not supported and and encouraged to think outside the box for solutions to create more innovative ideas on how we grow our business and invest in our people—both students and staff. The former Chancellor created most of the chaos and empowered those around her to do the same. It has been quite unfortunate to see the abandoning of standardized business practices, skirting around governance, pushing people to break, and punishing those who speak out on these behaviors, practices, and new norms. As the new Chancellor, my hope is that you take the time to know our history (recent 2013-2023)in an effort to avoid making some of the same mistakes. All three colleges should be treated equally. That includes the district office. We have several changes that need to be made immediately to stop the toxicity. Board members should not be in operational and daily decisions—past or present members; that's not their job and the ones with time in the district know this. Faculty members should not have say or sway on operational decisions that are outside of AB 1725, their 10 1; not 10 whatever we want control over. It has made a mess of the decision making process and a lot of management issues are because of this broken process and trust. Staff (all) have to be supported by good leadership. Management has to get away from groupthink and return to some common sense. We need to move away from being so risk adverse that we lose sight of accountability and stop being supportive to one another.

To share a very specific example of behavior in leadership at KCCD: Let me share the some insight into the Early College situation. I will start off by saying that location does not affect the work we do and is inconsequential to the team; what matters is the distress inflicted upon us by the lack of coherence under the current leadership. We've been told we are the KCCD team, supposedly servicing all three colleges, yet this change remains unofficial, shrouded in ambiguity. How can we be expected to function effectively when the very structure of our team is mired in confusion? Shouldn't a team purporting to serve multiple colleges include representatives from each institution?

Instead, what we have is a facsimile of change, a rebranding that amounts to little more than a cosmetic alteration. We are the BC team with a new label, there are not PC or CC representatives on the team. How can those two colleges have their own teams and not BC? The lack of official communication and clarification has caused uncertainty that has left us demoralized and disheartened. Despite the upheaval and loss of half our staff, we have met every enrollment goal for the year. Those of us left cling on to the belief in the importance of our work and the potential of our program. Yet, our efforts are met with silence, our achievements unrecognized and more importantly our burdens have been unapologetically ignored. Our current leadership has failed us, burdening us with ever-increasing responsibilities without a shred of acknowledgment or support. The turnover within our program has increased significantly under this leadership, a damning indictment of their utter disregard for the well-being of their employees. We are viewed as expendable commodities, and reduced to nothing. The person tasked with overseeing our department has callously dismissed our pleas for clarity, gaslighting us with claims of official changes, leaving us with frustration and uncertainty. This situation is untenable. We cannot continue to suffer under a leadership that shows no interest in our welfare, no regard for our struggles, and no respect for our dedication. I will end by saying, I am very hopeful to have someone from the outside step into the Chancellors role. Someone who isn't tainted by the faction culture in KCCD. I hope you get a chance to read this and see what's happened to the team since October 2023.

Porterville College: Adjunct Faculty

Poor communication between district admin, local admin and faculty has resulted in numerous delays to time sensitive projects.

I feel we (and more importantly our students) benefit greatly by our not being micromanaged and being allowed the freedom to teach in ways which we have found to be most successful.

I appreciate the opportunity to work as an adjunct faculty member but feel it's a siloed environment where my department does not frequently interact with adjuncts.

Porterville College: Classified

I have only been with the college a short time but my experiences with upper leadership have been great. I receive feedback that helps me grow in my position while gaining knowledge on policies and procedures.

While at KCCD, I received negative and positive feedback from other employees and supervisors. How the feedback is delivered plays a large role in how it is taken. I have learned from the positive feedback to help me grow in position and as an individual who wants to move up in the District.

Lack of communication about campus wide policies. Too many emails, too frequently.

All employees should treat everyone respect as their own family and team member.

Collaboration: Too many meetings on zoom rather than in-person (This might be a personal preference for me, but I feel it is easier to collaborate when in the same room rather than on computers where everyone is doing different things on the side)
Employee Wellbeing: Fitness Center is not available to employees

I have been with the district for awhile and I remember when we treated the students with compassion and giving time to assist the student. It seems that now it is about getting the numbers up. When you focus on quantity rather than quality, sometimes customer service declines along with student success. I mention student success because once the student is attending courses, we look at the next batch of students entering the following academic year. We need to look at the complete picture. Education is the key out of poverty. We need to look at our student population background. Some of these student who are first generation college student, they might need that mentorship in order to navigate through college life. I do understand that funding is based on student enrollment but it is starting to feel like a for profit school

Another point I would like to include is notification of important information. During the pandemic, news was left to the supervisors to notify their staff. Unfortunately, I had a supervisor who did not share the latest updates. So when it was time to begin the work at home, it was like an emergency situation. It was complete chaos due to lack of planning. The result was that I was not prepared to work from home because I only brought the essential items. Others on campus, were better informed than our office and luckily shared the information they knew. Now, that there might be a budget shortfall, the phrase "work more with less" might be re-appearing. Since the pandemic, staff has been working diligently to increase the numbers and have been very successful. Now, we might be looking at a possibility of an economic downfall could dramatically affect our workload even more. This would be acceptable if the supervisor was reasonable. I had a supervisor who would make it worse when you let her know that you felt overwhelmed. I do appreciate that the new Chancellor being straightforward about the budget. It was something I was expecting for a few of years.

I feel that there is division between departments on campus, there is also disconnect between management and employees. My supervisor knows very little about what our office staff does on a day-to-day basis, the time it takes, and the processes they involve. I have been here a couple of years and that has always been an issue. There seems to be a lot of "talk" about connection and engagement, but little support to provide that. I have been part of several committees and have seen the chairs and management dictate outcomes. Especially during hiring for job candidates. It is very political and I have experienced unfair and biased committee decisions based on the direct chairs are pushing towards. The true culture does not reflect the values the district states they share. Employee training and professional development is also very lacking. Most departments invest in the same employees over and over, and many are left without growth opportunities or personal coaching as needed. There are many inconsistencies throughout PC and under different managers.

There appears to be a lack of communication and trust within the Student Services Department between the Counseling Department and the Admissions and Records Department. That has made it impossible for both departments to to successfully collaborate. I believe certain processes that directly involve counselors and admissions need to be streamlined, so admissions and counselors are working hand in hand to help our student achieve their overall academic goals. This will also prevent our students from being misinformed.

1. Training for positions for new hires and also internal hires needed 2. Outreach collaboration communications lacking between departments, instruction with the outreach department. 3. The ability for classified to utilize their wellness option by utilizing the gym. Currently staff is unable to utilize the gym. 4. A lot of push back with evolving on events that have been a part of the campus for a number of years. 5. Certain processes that should be aligned with a different support but is not. Examples: Orientation (should be admissions & records/outreach/onboarding; not student services; campus tours should be outreach not student life). 6. Completed workflows and leads that connect outreach services to appropriate supports or needs of the students that can be implemented in the recruitment system. 7. Positive reinforcement and constructive criticism to develop staff growth from Management.

Classified employees in Student Services have strong networks that support collaboration, in which employees are willing to help train and support their colleagues in various departments to learn specific job skills and complete vital tasks. However, some managers are either reluctant or hostile toward allowing these inter-department training/collaborative sessions to occur -- while simultaneously failing to provide a viable alternative for the employee to gain the training or support needed to complete their job duties. It makes it uncomfortable for employees to seek help from colleagues

outside of their own small departments, puts employees at risk of receiving warnings or reprimands, and puts the college at risk of not having important work performed completely or correctly. In addition, classified employees sometimes feel compelled to work around management to get important departmental work completed due to management acting as a roadblock or slowing down implementation processes. This dynamic creates friction between classified and management, negatively impacting employee well-being and stalling innovation. Certain management have a reputation for not providing adequate training or clear direction to the classified employees they supervise, and then speaking disrespectfully to the employees when they do not perform to the manager's (poorly communicated) expectations.

One of the many examples that hinder collaboration is that it has become a silo where nobody is allowed to ask other departments for assistance. Taking the initiative and asking your colleagues for advice is forbidden because the directors assume we are questioning their authority. If an employee voices their opinions, the director will discipline them. Many employees' well-being has deteriorated. The directors of student services have a sense of dominance that must be put to a stop.

Support: When departments collaborate on events, support and invite other departments to participate, I belive that makes others feel united and included. When administration acknowledges the hard work that everyone does, I belive this motivates workers to continue doing a good job. Hinder: Although many good things happen, there are comments and actions that I have observed that makes people feel smaller. Comments from administrators belittleing classified workers definetly creates division, especially when said in rooms filled with classified employees and action is not taken to correct such behavior.

There is very much a hierarchy mentality. The leadership on my campus is very unhealthy. Leaders do not communicate with those they feel are "beneath" them and when they do they micromanage. I have personally witness on serval occasions leadership within my office make statements such as, "you are down here, and I am up here" using hands to show the gap. There has been times leadership within my office has sat at my desk and said they were "demoted" and made comments that we should "get them coffee". There has also been comments that we are "just secretaries" therefore we are viewed at the bottom and it is hard or even impossible to advance. Equality is lacking on this campus. Some individuals are granted over and above opportunities that other have been denied for years. This is very much an either you are in or you are out culture within KCCD. When leadership is questioned it turns into a retaliation. I have overheard leadership in my office speaking negatively about people out on medical leave sharing private and legally protected information that should be private. If those under them try to stand up for themselves it turns into a "I will show you" attitude that has lead to leadership going out of there way to get people fired. These comments are not secret they are openly said within the office. There is absolutely no accountability for poor behavior it is just brushed under the rug. The office has witnessed leadership stating "I get what I want no matter what I have to do". Leadership does not take the time to learn the processes and procedures of the district to ensure that we meet compliance. When things arise they start to throw everyone else under the bus to deflect from being accountable and taking responsibility for their poor decisions. I have never worked in an office that you have to follow up every conversation with an email because you at least once a week have to use that to protect yourself. Overall staff do not feel supported by leadership as a whole. Except for those who are "liked" mostly for their "stories"

Porterville College: Confidential/Management

Hinder is a lack of PC voice in district affairs. The bloat in district high paid adminstration employees reduces the resources for faculty/programs colleges need for student success. **(3 job titles redacted)** $ contract with benefits feels like it is a million$ on 3 people. The feeling (perceived and demonstrated) that BC is the gold standard and employees from

other colleges are not good enough to work at BC. Lack of programs to support employees moving into higher positions especially if striving to move from a college to BC and BC states that the other colleges experience is not valid/enough. Need district support with grant writing. Feels all resources are aimed at BC but we need support also beyond helping with a form or a signature. Innovation is needed, why can't colleges work together on curriculum. Colleges could actually care about students success and reduce unit bloat, have a district curriculum conversation especially with common course numbering and calgetc. But conversation can't be bc only. Even if district curriculum wouldn't work PC needs to get unit bloat undercontrol. Need district to provide leadership in ongoing professional development both resources and funding. Great program is the kccd leadership academy but not everyone feels it is for them.

I am a fairly new administrator here in the District/PC and find the different PAC meetings helpful. I think they foster a sense of collaboration and cohesion for all who attend. I also have enjoyed being a part of enrollment management as I'm able to engage with Division Chairs and hear about specific instructional/classroom items. Some of the different events on campus also bring everyone together, including classified staff, like FLEX Day, Welcome Day, as well as High School Senior Day. Additionally, the different holiday celebrations throughout the year help instill a sense of commodore between all staff who are in attendance. Lastly, our ASPC has made zoom backgrounds that promote monthly national initiatives that people use when on zoom. These have become quite popular and are a great way to promote our students as well as support national movements/holidays.

There seems to be a significant increase in the collaboration efforts among the 3 colleges. Districtwide Budget Committee, Accessibility Task Force, Faculty Professional development coordinated by Dr Simpkins, more VP meetings than seemed to happen in past years, management association professional development. All these have improved collaboration, communication, and patience - though some have been better received than others. The lack of transparency and level of manipulation has been difficult. The number of District management positions seems to have exploded, with no transparency or collaborative discussion. It is tremendously unclear what they even do for jobs and several were blatantly favor-hires. Consequently, we are now unusually and unnecessarily impacted by the 50% law. Meanwhile, HR, IT, and the Business office appear significantly understaffed. Several times in the last few years the top-level administration has dictated that we must hire faculty, and in too many cases, even which discipline areas we must staff. Bypassing the participatory process and causing faculty staffing issues and damaging our college participatory-governance culture.
Understaffing in IT, HR, and the Business Office is seriously impacting our ability to do our jobs. We lack timely responses to critical HR questions, we constantly battle for IT attention to projects, and the Business Office is a revolving door of inconsistency and poor customer service. "Contracts" (business office) routinely will require secretaries or deans to do business negotiation language for MOUs and contracts. People with zero business training or experience are expected to negotiate legal language, without legal assistance, regarding indemnification specifics, insurance, bonds, etc. The constant back-and-forth between the vendor, the secretary/dean/director, and "contracts" creates unnecessary delays and frustrations. Additionally, the requirements to do business with KCCD are excessive and onerous and we have already lost several quality vendors because they simply don't want the extra hassle. Why is a speaker appearing over Zoom required to provide $1m liability insurance, auto insurance, and a surety bond? Why does a charter bus require 7 pages of contract (that other CCCs don't require) but I can take students on a trip and put them in a rental car with zero pages of contractual language? Why can't we find a way to use CalCards as procurement cards when not only other CCCs but most of the public and private sector world use procurement cards? We have lost several vendors because our PO and payment process is slow and requires several pages

of paperwork that the vendors simply don't need to do when getting paid by Credit Card. We have created a clear disincentive to work with KCCD.

Our President is looking for another job and appears to have checked out. The lack of communication and even acknowledgement of the hoped-for-exit leaves the college wondering about direction and leadership. Just leave already if you so desperately want to be gone. Human Resources needs staffing. And apparently communication. **(name redacted)** will approve something only to have it blocked by someone else in HR later - who contend **(name redacted)** never communicated the decision.

The current organizational structure is very nepotistic with individuals receiving job opportunities without the positions posting; there is a lack of transparency in all hiring on all three campuses and within the District Office. This can be seen with the **(job title redacted)** position and many of the associate vice chancellor job opportunities at the District level that did not post or posted for a very short-time frame. At Porterville College hiring decision-making is nonsensical with positions being advocated for that are unable to make faculty load due to not having the metrics to back up the need for the position or management positions being added but the job duties are not defined so the individual ends up not having regularly assigned work. The culture at Porterville College has changed in that you are not encouraged to have differing viewpoints when it comes to decision-making. At Porterville College, buildings and classrooms are reallocated for other uses without consultation of faculty and staff and then presented as if there were discussions when they were not. Students suffer in silence from bad teaching practices from select faculty members and inappropriate comments and are unaware of the process for how to file complaints. Data is not used to support programmatic changes instead it is used to push initiatives that the data doesn't even support will be helpful or a strategic use of time. Classified and some faculty are overworked and burnt out with no viable options to ensure that the increase in workload will be alleviated or there is a strategy in place to ensure that this is a temporary issue. Scheduling is done for the convenience of faculty with very few instances that the scheduling is for student success outcomes. The overall feeling is that within the last five years, the District and Porterville College in particular are very secluded from everyone else (we are not even thought about when it comes to collaborating on programs or ideas) and that PC is not a viable place to work at (we have had a number of management, staff, and faculty new hires leave positions due to hostile/apathetic campus climate). The hostile/apathetic feeling stems from prejudicial/racial incidents, the lack of transparency when it comes to safety and security issues, overall burnout of a select group of individuals who do almost all the work on campus, and the lack of support when it comes to expanding programming that works. The campus feels isolated, apathetic, non-collaborative, and lacking in understanding of expectations and metrics that we are expected to meet. The campus is directionless.

KCCD is a very divided district. One can see that one campus that we understand produces the most amount of students and money gets more resources and is allowed to get away with things that the smaller campuses are not allowed to get away with. The district office does not necessarily work to serve the campuses but rather works more so as its own entity. BC administrators are paid more than administrators on each of the other campuses. Their administrators made an agreement years back that said because they were a larger campus their employees did more so they were paid more. That is not necessarily true. As smaller campuses, those employees are wearing multiple hats due to the lack of positions available. Often times the other campuses are left out of conversations and all the feedback comes from BC because they are the largest and closest to the DO. There have even been times we have tried to borrow a vehicle from one of the other schools because our campus did not have any more available and we were denied.

The biggest problem we have right now is that our culture over the last few years has developed into one that promotes short-term thinking and personal ambition. These things are often a problem in most workplaces, but have become endemic in the district during the last few years. This kind of thinking leads to: People, especially those in most college and district leadership positions, focusing more on their next job rather than their current one. This leads them to be too diplomatic, not asking questions when bad decisions are made, or to contribute to those bad decisions. A cheerleader mentality is developed in which people are expected to enthusiastically support projects that are of dubious value to our students and communities, and anyone asking even very legitimate questions is viewed with suspicion, especially among managers. People, especially managers, are unresponsive, especially via email, and reluctant to answer questions for fear of having their decisions documented. The colleges and district joining every grant and initiative they can find, so that people can add to their resumes, often at the expense of students. Many of these initiatives are only tangentially related to our mission, so we lose focus on what is best for students. The colleges and their employees are often doing things because we said we would in a grant application or a grant funder required it, even if it isn't of benefit to students. We've purchased and implemented entire software packages on this basis. Joining every initiative means that people in leadership positions are constantly in meetings. Vice Presidents especially (but also many others) are in meetings often 7-8 hours a day, which means they miss many of the meetings they are supposed to be in because they are double and triple booked. Most importantly, people who are in meetings nearly every minute of the day cannot possibly be strategic or innovative thinkers and leaders because they almost never have a moment to themselves to reflect. This also leads to "check off the box" thinking, rather than innovation. A lack of accountability at all levels because leadership is reluctant to make necessary, but difficult decisions, which means bad decisions get made, poor employees are empowered, good employees are demoralized, and morale suffers. Money is wasted on pet projects that someone thinks will make the college, the district, or more often, themselves, look good, depriving our students of needed resources. Too great a focus on maximizing funding, especially manipulating the Student Centered Funding Formula, which ironically, is designed so it's not supposed to need manipulating. If we simply focus on improving student success, the formula would take care of itself. People being hired for the wrong reasons, whether it be their enthusiasm, their ability to generate money for the college or the district, or to appeal to a particular personal agenda. This leads people to not be good at the main function of their jobs, and often to not focus on that function at all. This leads those who need them to do that job to have a decline in morale because their jobs are made harder by the lack of competence of those around them. (This is perhaps a separate issue, but all of this is made more difficult by HR being understaffed and using forms and job descriptions that are 20+ years out of date.) Relationships among employees and between employee groups, are fractured because no one trusts that people are making decisions for the right reasons or expects them to be in their jobs five years in the future. Again, this is all about short-term thinking and ambition.

Numerous opportunities are provided for KCCD staff to collaborate. Examples include serving on committees (College Council, PAC, Guided Pathways, Academic Senate, etc.) planning committees for college events for students (Welcome Day, Senior Day, etc.), and open-community events at the college (CHAP). Collaboration is hindered by a lack of communication among entities of the college and KCCD. Accessibility to shared information is limited. Examples are across the board. Innovation is encouraged but limited to students, depending on the program they are associated with. More collaboration and emersion among programs across the college could improve this. Employee well-being is relative to the program/entity of the site. Some teams are united and some teams are divided, hindering student success.

There is a lot of miscommunications between the district office and the colleges. The district off is not very helpful. It is often very difficult to get into communication with someone in the accounting department.

As a newer administrator to KCCD, I can say that there are palpable differences between the three colleges and the district. There is a visible connection between the district and BC that is not present between the district and CC or PC. This may be a result of **(name redacted)** having been previously the president at BC, but despite this, there is a sense of PC and CC being othered by the district and BC. BC and the district office have toxic work environments that--thankfully--are not present at PC or CC. I can feel it every time I am at meetings at BC or the district office.

Porterville College feels like it is set in the past. The work environment has become accustomed to apathy and alot of the employees are not ready to move forward with progress. Coming from another public organization, I have seen and learned what a lean 6 sigma environment can produce. Here at PC efficiency isn't met with a welcome but rather a general distrust of leadership. There is hardly a sense of community within the department let alone within our own team. Employees are seeking every opportunity to not do better but rather secure their own position by walking the line of apathetic and giving the bare minimum effort to not be punished. I have heard multiple times that the "I'd hate to get the union involved" as a vague threat.

Porterville College: Full-time Faculty

Support: working with a great team (faculty & classified) that supports each other. Hinder: open positions that make our job difficult due to new staff (administration) turn over (i.e. VP Finance, HR Director, Safety director etc.)

Support: collaboration between faculty on student issues, pedagogical practices etc. This is especially true at the division and discipline level. Dr. Thad Russell has shared his cell phone and is very responsive to e-mails. When this happens this decreases stress and opens the lines of communication Hinder: There is a general feeling that Bakersfield College and the district don't care about what happens at the other two campuses. If we bring in more students, ideas, resources, etc, Bakersfield & District get the credit. H.R. is very slow to respond to questions and concerns.

The collaborative atmosphere has been steadily declining on my campus over the last few years, and our campus president is the reason for this. She spends her time looking for a new job instead of working to make our campus stronger. She makes it clear that she has the last word on everything and bulldozes over what others want. One thing that comes to mind is the obscene amount of money she spent on a coffee trailer that didn't run for years while constantly saying there is no money for tools faculty wants for teaching.

Lack of communication and transparency from Administration Additional Support from Administration (Very top down approach, consultation and collaboration needed)

Being threatened by the president of the college that if we do not change the units of the math courses she will not hire any more math instructors.

I don't see any specific behaviors, practices, or norms that hinder collaboration, innovation, or employee well-being. The department I work in is very collaborative and I feel everyone is valued and encouraged to share new ideas and differing perspectives.

Bakersfield College gets most of the resources including faculty replacements each year. While other college struggle to function.We desperately need more full time faculty. Everyone quits because we are overworked.

District-level Issues: Bakersfield College bullies Porterville and Cerro Coso at board meetings. As an example, they receive a disproportionate number of new faculty positions in comparison to the needs of Cerro Coso and Porterville, who are lucky when they are able to fill faculty positions vacated by retirements. There is a loud but small

group of instructional faculty across the district who resist all efforts for improving diversity, equity, and inclusion. They refuse to participate in trainings and activities designed to promote DEI. They file lawsuits to resist having to incorporate DEI into their courses. They deadname trans students. They use racial slurs in the classroom (this specifically happened at Porterville). They make racist comments to colleagues, and there no consequences when these comments are reported. There have been specific instances of borderline hate crimes at Porterville College, such as a black employee have swastikas drawn on her car. This is the climate in which PC faculty are saying DEI efforts "go too far." It's an embarrassment. It feels like the only way these discriminatory practices will get fixed is through discrimination lawsuits. Nothing has been done by the district office to fix things. They tend to appease the racists instead of standing up for what's right.

It seems like a lot of admin are busy looking for other jobs, or have other jobs (like **(job titles redacted)** teaching classes at other colleges) and then are unable to be fully devoted to or competent at their KCCD jobs. Admin feel far removed, like they don't always know what faculty and staff are doing or what their lives are like. I think there needs to be more interaction between groups in a friendly way that isn't just meetings or more initiatives. District HR doesn't listen to people or take their complaints seriously - at PC District HR has created an untenable non-solution with a faculty member that has isolated both the division and the individual faculty member. Our HR is non-existent, resulting in problems getting hiring committees complete (and done without severe errors). It's been hard to get adjuncts hired because HR is so understaffed and overworked. We haven't had hiring committee trainings scheduled in months because they seem to have no one to run them. It often feels like BC gets everything - initiatives, new positions, attention - while PC and CC get what is left over. In terms of faculty and staffing, it's really hard to grow when the district won't give us enough faculty to cover classes, much less innovate. And it's frustrating watching the admin numbers grow and grow and grow while faculty numbers remain stagnant.

I believe there needs to be a stronger connection, communication, and collaboration among the three colleges in KCCD. I don't know how much communication there is among administrators but would like to see much more among faculty and staff. We should know when there is an issue happening district-wide. For example, if students who should not have priority registration date who are receiving a priority registration date. That should be communicated and to A & R Directors should be notified about it and that communication then passed on to Student Services. I recently had an issue which was a lack of communication from HR as it relates to a hiring committee. I would like behaviors, practices, and norms to be discussed to support collaboration, innovation and employee well-being. Administrators, faculty, staff and anyone who works at our campuses should feel welcomed and appreciated. More than anything is making sure that we are addressing the issues we face and communicate those changes. At times we find out by working with students that there is an issue, the issue might or might be reported by a Director and Administrators but most times we do not hear back and know what the outcome was of that issue that was reported. Continue to make changes, we cannot do what we have been doing for many years if it is not working. I would like our administrators to be open to getting input and put to practice what we think is best to reach our goals and meet the student needs.

Pockets of hostility undermine the potential that we have as a district. People whose primary interest is individual power feel threatened and create a hostile environment for others they perceive to be in their way or when they disagree, no matter how respectfully they do so. Talking about others disrespectfully and dishonestly, undermining them at every turn, and otherwise targeting people hinders our ability to work together. Directly and privately addressing the perpetrators about concerns honestly and respectfully only makes it worse. This leaves those targeted feeling isolated

and exhausted, especially if they are unwilling to engage in the same behaviors. At the same time, destructive behaviors can be challenging to prove and eliminate, so filing complaints or taking other official action does little good and only fuels the perpetrators.

I am very disappointed in the current administration at PC. I feel our campus lacks leadership and our administrators are never seen. Old administration walked through campus and buildings to communicate with faculty and staff and valued their input. Our current administration seem to not be on campus regularly and rarely come out of their offices and do not communicate with faculty and staff. I'm also applaud at the treatment of the Natural Science Division at PC from PC administration and **(job title and name redacted)**. The division has an accumulated 137 years of dedication to PC. Over the last three years there has been a problem **(specific situation redacted)** Over the coarse of the past 3 years, there has been NO communication with the division from administration or **(job title and name redacted)**. No one has given the appreciation or respect to the division during this ongoing issue to address us. The decisions made only continued to worsen problems and unfortunately have continued adverse affects to our students.

The current administration at our college presents significant challenges, particularly with the president's leadership and conduct. Instances of unfair treatment, lack of accountability, absence of authenticity, and abrasiveness are pervasive, creating a toxic work environment and hindering collaboration and employee well-being. It's apparent that the president may view our college merely as a stepping stone, rather than demonstrating genuine commitment to our community. The college is run from the top, and the policies, attitude, and culture start with her. This is the lowest morale I have seen in all my years of working for the college. Additionally, there are concerns regarding faculty presence on campus, with many opting to teach solely online, which contributes to the campus feeling empty and disconnected. Furthermore, some faculty members prioritize their own needs over those of the students, failing to offer course times and modalities that adequately meet student needs. College rigor, both on campus and in dual enrollment programs, must be handled before potentially undermining the quality of education provided. To address these multifaceted issues, it's essential for the administration to foster open dialogue and collaboration with faculty and students, ensuring that decisions and policies align with the college's mission and prioritize the needs of the community. Despite the challenges we face, there are aspects of our college community that are thriving. One notable strength is the dedication and passion of many faculty and staff members who are committed to student success. These individuals go above and beyond to provide quality education, support, and mentorship to our students. Additionally, new initiatives such as Welcome Day have served as a pivotal event to introduce new students to campus resources, services, and opportunities, fostering a sense of belonging from day one. Moreover, programs like the Cultural and Historical Awareness Program (CHAP) contribute to student and community engagement, promoting growth in our students and community. On-campus events organized by various clubs, organizations, and departments provide opportunities for students to engage with their peers, faculty, and staff outside of the classroom, enriching their college experience. However, while these initiatives contribute positively to our college community, there's room for further expansion and enhancement. It's essential to build upon the existing strengths and continue to innovate in ways that better serve our students and staff. For instance, increasing the frequency and diversity of on-campus events can further enrich the college experience and foster a stronger sense of community.

There is a relatively healthy level of collaboration and innovation at my place of employment.

There is a kind of self-imposed isolation across the district, partly rooted in geography, and I think partly in a fear of the loss of control if insitutions and people work too closely

together. Sonya Christian tried to improve this, but left too soon for it to become more entrenched, and faced some resistance that increased after her departure with the resulting vacuum that was created. There is a mistrust, particularly between the smaller two colleges and BC and the District Office where the two are seen as mutually supportive and acting out of the self-interest of Bakersfield, including in the Board of Trustees. PC and CC I think seek validation as more or less players of equal standing and deserving of respect and investment to grow as BC has.

The business office at Porterville College does not have timely nor consistent travel reimbursement procedures. This situation has occurred many times over the years: an employee attends a conference, receives approval from their educational administrator, pays for the travel and seeks reimbursement upon return from the conference. The business office will "deny" the reimbursement over and over, even though it was approved by an administrator. There is a 30 day pre-approval requirement (30 business days) which can be prohibitive. Sometimes employees are not aware of conferences this far in advance, which does not allow for pre-payment of conference fees. Upon return from the conference, the business office will deny the travel reimbursement even though there was approval for travel and a budget identified to reimburse said travel. Employees can wait up to 2 - 3 months for reimbursement. This is an outrageous amount of time and leaves employees feeling apathic towards professional development opportunities in their field. We want to be innovative, we want to learn, we want professional development. The process for traveling, pre-approval times, and reimbursements are extreme and leave us waiting for months. Please fix procedures and the PC business office approval and reimbursement times. Thank you for giving us the opportunity to provide feedback.

Student opportunities should be high priority at our institution. Often student opportunities come in the form of attending conferences, student chapter conventions, field trips, and grant activities. If a faculty member assists in supporting students at conferences then faculty should be paid back for their expenses. The business office has unwritten procedures and policies that unnecessarily complicate the process of paying faculty, vendors, or students for money spent on student activities. If a student club votes to spend their club money on pizza at a meeting, the business office should not be holding a faculty advisor pizza payment (usually on credit card) hostage. If students are to attend a conference where they are awarded, then the students and their advisor(s) should not be hindered with non-payment of travel expenses or hotel fees. Due to a culture of hindering repayment to faculty and students regarding travel or club expenses has led to faculty and student avoidance of these activities. That means no going to conferences, conventions, student club meetings, etc. There is no reason to fund raise for a club if the business office will not easily pay back those that use their own money to afford the students the opportunity. Slightly different, faculty attend conferences to enhance their knowledge and skills. Faculty attend these conferences after approval by administration. After submitting forms for repayment, the business office will ask questions and refuse to payback the faculty for a portion of the bill. Faculty have been known to take cuts to their reimbursement in order to get any reimbursement. Faculty cannot afford to wait months for reimbursement. This results in less interest in going to conferences or improving knowledge and skills. I'm aware that the business office has a file folder filled with forms that need payment but the forms languish in the folder until the applicant returns to ask where's my money. Then the business office will say we could not complete the request because you didn't supply x, y, and z. Frustration! We need clear written guidance on reimbursement. We need to not have a culture of doing nothing while others have already spent approved money out of pocket. Credit card interest is over 25%. Our library closes at 7pm. The library is not open on weekends. Though we have online access, no access to the library also prevents students/faculty

from coming to campus on weekends for club activities. Club activities have few options to meet during the week as we do not have a passthrough period. Technically, clubs cannot meet off campus so that means little student club activity will continue.

I work at PC as a faculty member. Things that hinder collaboration and a sense of well-being at our campus include the following: 1) A president who will sometimes berate faculty (and others) without letting them respond -- I have seen this 3 times in different contexts. 2)A president who will sometimes make decisions seemingly without consultation with affected groups. 3) Administrators in Student Services who micromanage faculty and staff in ways that disparage their status as professionals. 4) Human resources office that seems over-booked and overwhelmed; issues drag on and on. This includes processing almost anything, especially payroll issues that can take months to resolve. Some of what happens in human resources feels capricious and autocratic. 4) Faculty who often are unaware of or do not understand budgeting, facilities, or enrollment constraints imposed by state/federal regulations and processes. Specifically, most faculty do not understand the state's formulas for space allocation and incorrectly blame local administrators for the choices made to address state rules. (Specifically, the ongoing conversion of some classroom spaces to other purposes so that we will qualify for state money for a new career education building in the future.) 5) A strong sense at the smaller campuses that District Leadership sees only BC and cares little (or understands little) about the needs and issues on the smaller campuses. Things that encourage a sense of well-being on our campus include the following: 1) Supportive and capable leadership in the office of instruction -- especially the VPI's office and the Health Career Associate Dean's offices both exemplify collaborative leadership with mutually respectful relationships between administrators and faculty. 2) Reasonableness, thoughtfulness, and respectfulness are demonstrated by most of the administrators in the instructional office almost all of the time in scheduling and other instructional issues. 3) In most cases, the interaction between instructional deans and faculty chairs is collaborative and productive. 4) The relationship between PC Administration and CCA leadership seems mutually respectful, which enables collaborative problem-solving.

Shared governance has been severely degraded by the administration pushing ahead with plans/systems/policies without appropriate faculty collaboration/communication. I see that the lack of meeting availability during COVID contributed to this, but it is past time to reassert the role of faculty in campus decision-making processes in a true 10 1 model. There is also a rising competition for resources among different departments/disciplines, particularly in the realm of certification vs degree departments. I am not sure how this came about, but a lot of it seems to stem from curriculum matters and the process of reckoning unit values in courses.

PC has started something called "Caring Campus" which I feel has helped communication between the different departmental staff here on campus. Not the department heads, which is where the issues lie. Another thing that hurts collaboration is everything is very compartmentalized. Departments don't share information with each other, because department heads are more concerned with getting all the credit for a function or idea. Instead, they should be getting help and ideas from all over campus to make sure whatever they are doing best fits our students' needs. This also leads to things happening last minute, with little to no notification to campus which means poor turn out, and extra unplanned work for M&O. One thing that hurts collaboration is favoritism, which is shown by this campus administration to certain areas/departments

Faculty are not allowed access on weekends as we used to be provided. We only have access into our labs and offices for weekend work and prep from 8:00-2:00 on Saturdays. We have reached out to all our local valley community colleges and local K-12 teachers. They all much more access (keys, alarm codes, etc.) than we do. Frankly, as we find out policies from other schools, other faculty are surprised, and we are embarrassed! The

faculty are ready for an increased focus on academic needs of faculty. Older faculty consistently talk about how their curriculum development greatly benefited from weekend access for lab prep, trying out new labs, grading 100 term papers (some teachers live in smaller homes with kids!), or coming in to prepare and copy newly-developed assignments because Friday afternoon or Saturday grading showed that the students lacked understanding in areas and needed reinforcement! New faculty from other colleges are shocked with they see our the limits put on us by administration policies. Certainly, agreeable policies can be worked out that are more the norm nationwide. The Academic Senate has reviewed documents that cite comments from other schools, past practices at Porterville College, proposed solutions, and possible impacts. KCCD Contract Article 15 B - Environment Conducive to Professional Activity: Faculty shall have access to instructional spaces and assigned offices. Outside of normal assignment hours, faculty shall have access to instructional spaces and assigned offices according to the process at each college campus. Access must be related to professional duties The current policy certainly stifles innovation.

KCCD institutions need to engage in more onboarding and professional development for faculty. Newly hired faculty are often provided little to no orientation or support. Institutions need to work on retention of diverse faculty. I have observed this failure repeatedly.

Never see any administration come out to our area of the campus. See how we are doing.

Sometimes we at PC get the feeling that we are an afterthought within the district and that most of the time and resources are spent on BC. For instance, in the decisions of faculty hiring, it seems that BC has overhired and the other campuses are left without needs met. We have room for growth in many areas on campus, but we can't do so because we don't have enough faculty. This hits PC harder because we aren't near a major metro area were adjuncts are more plentiful. In one discipline within my division, we routinely have 20-25 sections, but there are only 2 full time faculty members. In other disciplines another divisions it is even worse. This ends up harming students because the classes fill and we don't have enough instructors to staff more sections. This creates bottlenecks and keeps students from graduating on time.

Porterville College: Student Worker

First I'd like to say thank you to Porterville College. I don't think there are enough words to express gratitude towards the kindness and love I have received from Porterville College. I thank **(faculty name redacted)** and Ms. Reagan Dozier for helping me not only to provide for my family but to ensure that I graduated. Had I not been blessed with the job as a PASS leader for **(faculty name redacted)** I would not have been able to have provided for my family, care for family, or have graduated. I will always remember the kindness and the lending hand that Porterville College gave me. I hope to one day give back all the goodness I received from Porterville College as soon as I finish my education in **(discipline redacted)**. Thank you Kern Community College District for providing us with exceptional Professors and Program Directors like **(faculty name redacted)**and Ms. Dozier.

Porterville College: Temporary Employee

I'm feeling a bit confused about some of the requirements outlined for the job. In terms of specific behaviors, practices, or norms within the Kern Community College District that support or hinder collaboration, innovation, and employee well-being, I would appreciate further clarification. While I understand the importance of training and management procedures, I'm uncertain about how these aspects relate to the broader organizational culture and its impact on collaboration, innovation, and well-being. Could you please provide more context or examples to help me better understand and address this question?

Porterville College: No Employee Type Provided

Administrative support staff are being favored over faculty, rather than supporting faculty to better educate the students. Faculty are now being lead and directed in their areas of expertise from staff who don't have any education with in the disciple further more, support staff are now requiring more tedious support work from Faculty that pulls Faculty away from the main goal, the education of students. Additionally, the shift in the prioritization of projects that yield financial rewards and publicity has lowered faculty morale. Faculty members feel like secondary stakeholders in comparison to the student support staffing groups that often run administrative projects. This hierarchical treatment reinforces the perception of faculty as unimportant employees, rather than valued contributors to the educational mission of the institution.

Question 2. In what ways do you think the level of trust (between employees, groups, colleges, colleges and the district office, etc.) could be improved or transparency strengthened?

No College or Employee Type Provided

More collaboration across the district. Not necessarily communicating every step of a process, but ensuring processes are followed at all levels so that upon audit or scrutiny it is transparent policy was adhered to.

Trust across the entire organization is low in my opinion and it is due to low ethics. HR hiring practices are not fair, not necessarily due to HR, but the managers who chair the screening committees. Managers are controlling screening committees and not allowing interviews for in-house employees who meet minimum qualifications due to their personal opinion or bias of the employee. This is wrong. HR rep needs to sit on committees. Improve transparency by being ethical. Some things have to remain confidential, but communicate openly with employees, visit employees in their workplace and ask questions. Improve the time that it takes on hire new employees. Often times it takes months to replace someone.

Definitely could be improved and strengthened.

The management teams... from top to bottom.. it must be stressed to keep matters confidential. Especially if students are reporting a grievance.

You would need to remove the toxic people that are causing the problems. Transparency and following through on what you say. I heard that the questionnaires we completed when the new president and chancellor were being selected and what we wanted them to know about issues, did not get distributed to them. That seems like someone is trying to hide something and I wonder if folks have decided not to complete this survey fearing the same thing will happen.

We need more transparency withing all institutions and see that we are here to serve the students. That students are first and foremost, especially when it comes to making decision at the district level and college level. People keep going back to the pandemic and how we are trying to come back, but I think we have had enough time to move forward. Keep all the innovation procedures that we adapted during this time. But we need to become a college that is not afraid of serving student in person and keep virtual services as well. What I see is that employees "Faculty, Administrators, and Classified" have gotten too comfortable with the virtual services. Again, don't get me wrong they have made completing request much faster and efficient but let's not forget that not all students prefer virtual, many still want to talk to a real person or see them in person. This is why we are a community college to serve student from all strays of life and meet them where they are. When it comes to staff morale, the whole process of virtual support has caused bitterness among several staff. Especially when several departments have continued providing virtual services, even after we came back from the pandemic. The administration has to address this issue without deviating from the questions, transparency is the key. For all the departments or people that should be serving students virtually, then it should be clear and part of their job description. This would avoid this unhappiness. lack of trust, if things have changed it should be put in writing and avoid the friction of feeling some employees are treated with favoritism. Another change that recently happened early this year, Program Managers/Payroll Managers/Purchasing & Contract Managers at the district office had their titles changed in January to Program Directors or Directors. Nothing was ever discussed or shared about these changes. This only happened at the District Office. When the District moves forward with these changes it was never made public and not too many people even know that this happened. This is just an example on how the District is only thinking of their own staff. Transparency never seems to be part of the District, they have the power to just make these executive decisions and never even take in consideration other Managers within the colleges that work hard, have so much experience in their area, as well as a Masters Degree to back-up their qualifications to deserve a promotion. What is more interesting is that the Managers at the District were just told that moving forward they had a new title, they had a promotion without having to do a job analysis and enjoyed a very nice pay increase.

No College Provided: Adjunct Faculty

Open discussion from all shareholders would be the best way to improve trust.

No College Provided: Classified

There is vast room for improvement to increase the level of trust. If people were honest and forthcoming it would go a long way to being transparent. It starts with outling the vision and goals. Listening to ideas. Human Resources - it takes way to long to find out the results of an interview. People should not have wait over two months to know if they are being considered for the next step of the hiring process. It creates stress when you are waiting for a month for interview results. Transparency is needed - not more than 2 weeks to find out interview results. Level of trust could be improved if classified employees were promoted. Do not hold people back just because they are great at their current job. People should be promoted for doing great work - not blocked from promotions.

Bakersfield College: Adjunct Faculty

I'd appreciate some respect and even loyalty, but I am not expecting things to change.

As our administration becomes as bloated as our current reserve, there exists a disconnect between faculty and administrators, who often make decisions affecting student outcomes without faculty participation. Administrators often say one thing, but their actions contradict their previous statements. There is blatant disrespect of our adjunct faculty who have had workload, space, and access stripped from them over the

past decade. HR and Public Safety, in particular, need to be reminded that our adjunct colleagues are faculty too and should be afforded the same respect.
I think there is a climate of fear on campus. The Liberty Institute acts as one unit to try and achieve a unified objective. People worry if they say the wrong thing to someone, the Liberty Institution clique will go after them.
There is little or no trust.Aquatics is allowed to run a side business out of aquatic office. and M and O is expectd to pay for all the upkeep, clean up and chemicals. They need to come in line with the rest of the campus where the rent money goes back to the college to help defray costs. The business is evident by the college website which lists a different organization but the college contact and office. They should also have to pay for parking like theater or other events coming on campus. Making these sort of deals makes thins inequitable and makes people question "what is really going on".
Improvement is much needed as it relates to operations and budgets; various members are uncertain of the restructuring of their department or individual roles within the organization.
Share ideas and plans
I believe in feeling valued as an individual, not just a statistic. It's important not to be shuffled around from one department to another whenever help is needed.
In my experience at this institution for the past 9 years has been tumultuous to say the least. I have had success and great experiences teaching multiple course within my field. What has been disappointing and frustrating is the implication that I would receive more hours and a consistent opportunity to teach each semester, only to have these not come to fruition.
bigotry is difficult to assess, and less easy to forgive and forget.
We have processes in place to maintain and ensure a proper healthy workplace. These processes should be followed and not ignored by upper management or faculty. There is no trust when a chain of command is broken or ignored so following the correct procedures consistently will help build trust.
More transparency from Admin
Trust starts with our leaders. In general, management at KCCD does not cultivate trust and respect in their departments. 1. The District must have a fair negotiation practice between CSEA and CCA. One that applies the same principles that the District applies to management. 2. Evaluations: the District must have a method to allow faculty and classifieds to evaluate managers. Also, manager evaluations should include evaluations from different departments. A set of procedures must be designed to eliminate unlawful discrimination or unfair treatment. 3. Managers must (this is a root problem) receive professional development on how to work with people. They need to learn how to work with different cultures and learn how to become excellent leaders. Without this foundation, there will never be trust.
As an employee, I do not really know what the financial situation of the college really most of the time is. As a result, I tend to distrust the administration when they come up with ways to save money because the financial situation of the college demands it. It appears that saving on one end just is needed to finance another "pet project".
Bakersfield College: Classified
Recognize that your staff are human beings who want to do their jobs well and might need alternate options for how that work gets done sometimes.
When employees communicate that they are not happy with their superiors something needs to get done and not swept under the rug.
I think we are meeting this and I have no suggestions.
There is very little communication between the leadership of the three employee groups and it feels like the district has historically pitted them against each other. It very much feels like classified vs. management vs. faculty and that we're all at odds with each other for resources. When we are given information regarding other employee groups, it

tends to be a flat out lie or a half truth. For example, when salary steps were frozen during COVID. We were told that the faculty had already agreed to freeze their steps when in reality they had stated they would if the classified and management agreed to as well. This misdirection and gaslighting has led to a very negative perception of the district as an organization who can't be trusted.
I strongly believe it is important to improve trust and strengthen transparency within the organization especially when employees feel undervalued or unable to share their growth, requires proactive measures. Open Communication Channels; feedback sessions where employees can openly share and express their concerns, ideas, and suggestions. To better encourage a culture of listening and responsiveness from leadership. Clear Vision of our Goals: ensure that vision and goals of BC or District being clearly communicated to all current, past, or new employees. Training and Development Opportunities: offer cross training programs, professional development opportunities, allowing employees to expand their skills and knowledge. Employees will promote personal growth and encourage team collaboration as employees learning to work together more effectively with various departments and ultimately foster positive working environment and great leadership for all employees and students. Team building activities: organize groups activities, team building exercises, and collaborative projects that bring employees together from different departments, different backgrounds, and helps strengthen relationships and teamwork. Recognition/Appreciation: Implement recognition programs to acknowledge the contributions of employees at all levels.
There is no level of trust amongst these groups. This could be improved by an immediate end to the myriad shady and unacceptable practices outlined in my response to question number one. BC's administration, under the leadership of (names redacted) was by far the most toxic, damaging, and unethical I've ever witnessed. There was no transparency! There was only deceit and smoke and mirrors. They went to great lengths to maintain their enigmatic, and underhanded financial, hiring, and reporting practices. It will take years for this campus to heal from their misdeeds and trust the new leadership. Many of us are holding on to hope, but it is a tenuous grasp. Dr. Fliger seems to be off to a great start with his willingness to hold forums where we are allowed to ask questions that must be answered by him or members of the executive team. There is, of course, still deep fear of retaliation for anyone asking a question that might upset a member of the administrative team, but I am hopeful that this fear will diminish in time, if transparency and trust continue to be fostered and honored.
There is alot of work you will need to do in that area. The last chancellor (not the interim) has created mistrust betweem Faculty and Staff so you will have alot of bridges to cross. Transparency would be my first priority. Coming to the college once in a while and walking around and meeting people is very important. Bakersfield is a friendly town and we like to see people smile and be happy. At BC most of us go out of our way to make sure you are ok. Angry people kind of throw us off a little.
My current supervisor is a prime example of how a department should be led. She fosters a positive work environment through clear communication, transparent decision-making processes, consistent and fair treatment, encouraging open dialogue and feedback without repercussions, leading by example, and transparency in policies and procedures. By consistently implementing these strategies, my supervisor has improved trust levels among our team and between different hierarchical levels (Faculty and Classified staff), ultimately leading to a more positive and productive work environment.
Trust is crucial in both the workplace and the community. It helps build strong relationships and fosters a positive environment for everyone. For example, when is the grand opening food service cannot be involved, because were the ones making sure the food have to be served so we cannot engage with other colleagues in the campus.

1. Open and honest communication: Encouraging open and honest communication between all stakeholders can help build trust. This includes providing regular updates, sharing information about decision-making processes, and addressing any concerns or issues promptly. 2. Building relationships: Encouraging team-building activities, collaboration, and fostering positive relationships between employees, groups, and departments can help build trust and improve communication. 3. Transparency in decision-making: Providing transparency in decision-making processes, including involving employees in key decisions and explaining the reasoning behind decisions, can help build trust and credibility. 4. Accountability: Holding individuals and groups accountable for their actions and decisions can help build trust by demonstrating a commitment to fairness and transparency. 5. Establishing clear expectations: Clearly communicating expectations, roles, and responsibilities for all stakeholders can help avoid misunderstandings and build trust. 6. Training and development: Investing in training and development opportunities for employees can help build trust by demonstrating a commitment to their growth and professional development. 7. Soliciting feedback: Encouraging feedback from employees, groups, and stakeholders can help identify areas for improvement and build trust by showing a commitment to listening and addressing concerns.
For the supervisors to help and physical help out for once. Supervisors to be fair to listen and hear both sides of the story to understand the problem and find a solution. More retreat with all the classified workers.
People at all levels could occasionally use a reminder of why we are all working in higher education. It should not be for personal ego-driven reasons that lead to a grasp for power and influence, but for the mission of BC, which is to support its students and the surrounding community. Those in charge need to learn to work together, even if they don't personally like each other. This is called polite professional behavior and should be something that those in power should be able to handle.
Trust is crucial and it begins with effective management. Having a strong leadership that does not micromanage can greatly impact the level of trust within a team.
I think that we have to actually air the dirty laundry and answer to it. There are so many rumors that are spread around campus that it is difficult to understand the truth. Dr, Fliger has started with open forums at BC and it has provided us with a vision of what his perspective is and also dispelled a lot of rumors. Understanding that Education is not a 24 hour job. Allowing people to take earned time off with no interruptions and without guilt. There are periods where we are struggling with burnout and need to completely disconnect to refresh and be rejuvenated. Although education is not a 24 hour job, working with people can drain the energy out of anyone.
Trust within the Kern Community College District could be improved and transparency strengthened through the following measures: - Implementing clear and consistent communication channels to keep employees informed about important decisions and changes. - Establishing mechanisms for feedback and input from all levels of the organization, ensuring that diverse perspectives are considered. - Holding leadership accountable for their actions and decisions, promoting a culture of accountability and fairness. - Encouraging openness and honesty in all interactions, fostering an environment where employees feel comfortable raising concerns and providing feedback. - Providing training on conflict resolution and interpersonal communication skills to facilitate constructive dialogue and collaboration.
Again, communication. When managers are communicating transparently about situations or changes that are going to occur, it helps build that trust between them and their staff because their staff aren't left trying to figure out what is happening with their position/ department. It is my experience that when the leadership team is communicating and informing their staff of what is going on, even when uncertain of an

outcome, the team feels more comfortable in their position, which then can boost the overall morale and productivity of the team.
A way that employees to feel more included and involved is having more inclusion in the office to allow employees to feel valued, and give them more support to allow more cooperation.
I do believe that the level of trust within my department is transparent enough. We know not to take anything personal; at the end of the day, we are here to complete a job. With regards to other colleges and the district office, I think that there should be more opportunities for offices to come together in unity. There are certain offices throughout the KCCD that are unable to participate because of the high traffic received. While I understand that it is necessary for certain offices to remain available for students, I think that all offices should be operational at the same time.
Hire qualified employees and pay employees more for their her work the do, especially college safety. The type of students we deal with are no where near what they were pre covid, post covid students are much more challenging.
Stop re hiring people who have been fired or forced to resign, there is a reason they were forced out.
Actions need to match the words. When people see that being done, then the level of trust will increase. Being consistent on campus policies.
Classified staff are not trusted or respected by faculty or management. Our education and experience is ignored.
In my opinion the trust is lost when it goes from campus to district. I feel like things are misled or not fully communicated to the staff from the district office. I feel like the district office has the power to choose who they want in positions, and they can make moves that would be only benefitting to them (district office)
The admins up above need to makes sure that their decisions are not based off self interest, but instead in the best interest of college as a whole.
I have no opinion here.
Many in upper management seem extremely disconnected from those of us on the front line and the impression, right or wrong, is that those at the management level can operate with impunity. It is well-known that there are very toxic managers and that the district does nothing about them. There needs to be more accountability for management.
No Comment and no complaints. Everything are okay in the **(department redacted)** always.
I think the level of trust could be improved or transparency strengthened by holding those in charge of these employees and groups accountable for their actions. It should not have to come to a grievance or formal meetings for an employee to be treated fairly or equally to their colleagues. Opening Day and Closing Day is not enough to bring people together if all the spotlight is on Faculty and Administration. This is another occasion that Classified Staff are treated as if they are beneath or unworthy of those in charge.
I don't think they is a lot of trust with classified staff and managers/higher ups. for myself I don't trust certain managers just because they say one thing and do another. I have not had trust in my director for a long time in my office and it proves me right. She has had several complaints about her actions, and nothing has been done to her until now. She is rude and does not know how to speak to her staff. She does not allow staff to grow within the department unless they apply for the job listing. She has giving outsiders temporary positions but does not look within her department. I feel her hiring process does not make since if someone does not have any experience in the work we do in our department. Managers in our department expect the staff to train the new staff and they do not check to make sure they are trained properly and doing what the others in the same position are doing. I have been here for **(number redacted)** years and could

be a **(job title redacted)** but I have not wanted to do it because i was told by my director that I wouldn't be one and since she is head, she will be in the interview, so I never wanted to interview. Since **(situation redacted)**, I still do not trust some of the managers we have because they do not be on the staff as they should because some staff do not work, and they are not held accountable for it but I am. I don't trust them also because they have this system that have us clock in and out fork breaks and lunches. They claim it helping to track us to see if we need more help but it's not that because they have access to our calendars and they make up write on white boards when we are on lunch or breaks. the system they use does not work half the time, so I don't see why we have to change or disposition to where we are. It's difficult to keep track of and when you go to it, it always logs you off 3-4 times daily. I just feel some managers not all in my department are out to help them self instead of the staff and students.
District decisions need to be transparent. When justification is requested, the response is that it has already been decided or that the move has already been made (which is entirely not true).
Senior Management needs to spend more time getting to know staff. Trust is something that has to be earned and the first step in that direction is getting to know one another better. Also, there is no incentives or recognition to encourage longevity of staff. There are several people that are overworked and under appreciated, need to find ways to give people better working conditions and develops ways to reduce turnover.
In my opinion, integrity, communication and working together with respect is key in building trust. To build these it takes open, honest conversations and follow through (action).
Although I have plenty of examples of the terrible behavior and norms that take place in our office daily, I am not interested in the potential and likely repercussions/retaliation that will likely take place. Very odd and insinuating remarks have been made about the completion of this survey and my personal preference is to avoid this situation.
Through communication.
Trust could be improved by setting clear expectations and having meetings that express the immediate and future needs of the area. Employees need to know immediately where there is room for improvement and opportunities to improve such as training. There are too many employees that seem lost and do not know who to reach out to for help. Especially in those newly created roles. A networking of similar roles should be encouraged and established early on.
• We as employes are not trusted to do the jobs we get paid for. • Employees need to be treated with respect. • Employees need to be listened to. • There are some Directors and Admin that should be terminated. Or at the very least learn how to better treat and talk to people without threatening them with losing their jobs. • Tell us when there are issues and give us a chance to speak up. • Employees should be taken care of because we matter. • Show us by example many of our top leaders are there because they someone put them there.
I think the most important thing to increase trust is to help individuals do their jobs better. For example, when I place an order on Banner, I should trust that it will get processed in a timely manner and if any issues arise, I should be specifically informed of the issues that come around so I can do my part to resolve the matter. Instead, what happens is, it takes a work week to get a simple approval completed, another week for potential issues to be addressed, and then another two weeks to resolve the matter. One month for a simple purchase order, and that's a best-case scenario. Another example, I have often come to work with a plan for the day, and due to uncommunicative admins, I get told last minute about packages that have arrived (which I wasn't told were ordered until they were already here) and then M&O and I have to drop what we had planned that day to satisfy the uncommunicative admin's "urgent" request. That shows a lack of respect for our work, plans, and our time, and reinforces the perspective of 'staff vs

admin vs faculty'. Simple timely communication can carry us pretty far in rebuilding our trust and transparency in each other. Unfortunately, some admins don't think of informing staff about plans because we "aren't important enough" to consider. Yet, when it's time to do the hard and dirty work, it's the staff that go around and do the manual work. What does it hurt to include staff in plans that will involve them? Nothing but ego and pride.

Providing greater collaborations, uniformity as much as possible, and consistency of expectations-while keeping in mind the work load differences between the colleges. Taking ownership of individual downfalls and not being focused on putting blame but rather focus on the root cause and solutions to ensure they don't continue to occur. Enforcement and holding people accountable of their actions by not only stating or putting it in policy that there will be consequences. Taking into consideration the repeat offenses of an individual offender and actually holding them accountable for their actions.

Promote accountability: Embrace company-wide accountability practices. Show empathy: Extend empathy and humanity to employees. Empower your team: Trust your team first, and encourage coaching. Our department does a lot of assisting with other departments within the KCCD and when we do something wrong they're quick to point the finger but when we do something good, there is not appreciation there.

I think with the right Dean and program manager, crucial conversations can be had, these issues can be dealt with in a decent manner, and trust can be reestablished.

There needs to be oversight on Directors and Managers the same as classified.

-Begin cracking down on inner office, inner department drama, and rivalries. I have never worked anywhere that has such a toxic culture of departments working against each other. - Provide honest and safe feedback to employees directly when something wrong is being done. But then provide them with the training and resources they need to do their job better. - Show actual leadership from the top down. I have met very few leaders in higher education; most of those I have met are managerial bureaucrats who have received their positions due to campus politics and "whose side they are on."

We need to start seeing actions when we complain of poor behavior by other coworkers. I have made several complaints with no resolution. I don't expect to know exactly what happened in the meeting with the person I complained about, but I expect to hear that a meeting indeed happened and that the person has been warned to change the behavior. But nothing has ever happened and it makes me not trust completely the institution.

Greater line of separation between KCCD's 'marketing team' and BC's Marketing & Public Relations department. Also, many times KCCD makes broad decisions without discussion or feedback from BC employees/departments - for example, the new Ellucian student/employee portal.

District involvement with management and classified employees at Bakersfield College is needed to improve work and work environment. Work Environment needs to be highly improved with managers to employees as well as the classified employees work as well as more VP to management and VP involvement with classified staff. Too many things get brushed under the rug with managers not reporting correct information to VP's and then many do not resolve issues and then expect classified staff to deal with it especially their bad management. There is high favoritism and temporary employees are treated better than classified staff on many occasions. Classified staff is many times is undermined and undervalued by management, while some lower-level employees completely disregarded and treated as insignificant. Direct quote from an upper management, he detests lower and middle class all while working in a community college among many other poor comments about the school and staff and management all the way to VP's and up, poor comments from these managers.

There is a massive sense of tribalism between groups at the sites. Between faculty and classified, there has always been a feeling of elitism from the majority of faculty where they treat the classified staff as underlings, or less than. Some management and deans have expressed the same attitude toward classified. While those people are definitely in the minority, the ones that do express those views and attitudes are quite loud. I believe that we need to have more opportunities between employee groups (management, classified, faculty) from the different sites to collaborate. Groups on the same site should have more frequent opportunities, but these should exist either way.

Trust isn't really an issue. It's a communication breakdown, it's always the same... People could try to communicate better. One way to do that is to use complete sentences in emails or **(department identifying information redacted)** requests. folks could also take some time and stop and think about what information they are asking for and why. Sometimes, **(department identifying information redacted)** requests are so ill-formulated and vague it can take hours, multiple phone calls and meetings just to figure out what someone is asking for. Additionally, folks are usually asking for the wrong **(department identifying information redacted)**. We waste tons of time because folks don't know what they want.

The level of trust between employees that work in the Office Financial Aid has been broken. There is no transparency within the Office of Financial Aid employees are not valued or properly supported with training and resources to do their job.

Giving Educational Advisors a fair and equal opportunity to promote to Counselor and hold **(name redacted)** (and management) accountable.

Must address: The caste system at BC Racial prejudice infestation Slanderous accusation on social media It seems that immoral behavior and unethical practices is rewarded with promotion, special assignments, or less work. A new moral standard must be instituted. The message and practice must align. When a misconduct is reported. Admin doesn't lead the investigation but forces the whistleblower to defend themselves (Applies to all classifications) Lack of evaluations for professors. Need frequent evaluation to make adjustments in performance. Mangers with unethical and unprofessional conduct are not held accountable. Classified who underperform are not held accountable

Communication, and trust must keep between the all levels.

I would like to see more follow through. Often times when I reach out for assistance, I am told to email a certain individual. After emailing that individual they will reply that I need to be speaking with a different person. This will go on and on and nothing is resolved.

By answering the uncomfortable questions and not side stepping them or giving "politician' answers.

The executive team (and anyone who is part of making decisions/rules) should not only visit our department, but spend an entire day in our office while we are swamped with job duties that have deadlines to be met, while assisting students, and trying to connect with assigned colleagues, who are too busy to support us. The rules, policies, and procedures are constantly changing, so when we try to provide accurate information to others, the information is no longer correct.

I believe communication is key, especially between staff and management. Communicating on a level where everyone although is not equal, we are all treated with respect, and we are given opportunities to express ourselves when we feel something is not working rather than shutting us down when we speak up. This could be improved by bringing in a middleman who is not biased and ensure that staff are able to feel like what they say matter.

I believe the level of trust between classified staff with management and the vice president can be improved by truly supporting the input of staff. If staff members have innovative ideas of how to improve processes and procedures, management needs to

listen. There are always more efficient ways to complete processes. The archaic way of paper forms is not it. Classified staff working in all areas of student services work with students and the community on a day-to-day basis, so they truly see the barriers that students encounter. In some areas of student services departments management teams are not welcoming of new ideas or do not take input from their staff. For transparency, the presidents open forums are great! I think the department managers should have similar meetings in their areas.

1) There's no trust between employees and the administration. Trust with the Administration was lost when a group of individuals voiced, to the VP at the time, their concerns regarding hiring the **(job titles redacted)**. All their concerns were dismissed and ignored. Promises were made that retaliation would not occur. That was an empty promise. Retaliation did occur. Those employees that voiced their concerns were negatively targeted by the **(job title redacted)**. A second complaint was made and again, nothing was done. The treatment from the **(job title redacted)** had progressively gotten worse. In fact, it appeared the **(job title redacted)** was even rewarded; she was promoted to **(job title redacted)**. Trust needs to be earned. 2) Referring back to the District promoting Managers, hiring unwarranted management positions and creating high paying positions. This has caused several employees to lose respect for the District/Administration. Administration claims the budget isn't looking good yet their spending hundreds of thousands of dollars on promoting and creating high paying management positions. The excuse of the District not having funds to offer Classified employees a salary increase continues to be brought up but if the District doesn't have funds, where are they getting the money to give to salary increases for newly created Administration positions and for promoting current positions? 3) There have been a few Administrators that have left KCCD to work with the State Chancellors office. Are those positions being paid out of KCCD funds? Is the State Chancellors office paying KCCD for the use of the offices at the BC Southwest campus?

The level of trust is completely broken. I have confided in my **(job title redacted)**, who is now the acting director of my department, and by the end of the week I had managers from another department questioning me about the topic. Our director and managers are always saying that they cant keep secrets yeah are always saying they are transparent and would want us to go to them for anything we need help with.

I do not trust the district or Admin at BC. Some individuals need to be fired. I feel like directors could get away with everything. A director throws object at classified employee and hit employee; this gets brought up to **(name redacted)** and HR and nothing happens. Had it been a classified throwing an object to Managment/ director, the classified would have been fired. **(name redacted)** is friends with director. Some directors need to get fired; there is no "BC Team" at work, so BC should get rid of the t-shirts. the morale is low. trust can be gained once a good leader is in a management-director position. Trust is gained and respected when the CSEA contract is supported from management/ director. All management roles/ positions should familiarize themselves with CSEA union contract that protect classified employees.

To improve trust and transparency within the Kern Community College District, there must be a consistent approach to evaluations. Currently, both staff and faculty undergo regular evaluations, which helps maintain accountability and performance standards. However, there is a noticeable gap in this process: deans and other administrative leaders are not subject to the same level of evaluation by their staff. Requiring deans to be evaluated by their teams would create a more balanced and transparent feedback system. It would allow employees to provide input on leadership performance and promote a sense of fairness and equity. Without this form of evaluation, there is a risk that leaders operate without adequate oversight, leading to a sense that their decisions and behavior are unchecked.

To improve trust and transparency within the Kern Community College District, there must be a consistent approach to evaluations. Currently, both staff and faculty undergo regular evaluations, which helps maintain accountability and performance standards. However, there is a noticeable gap in this process: deans and other administrative leaders are not subject to the same level of evaluation by their staff. Requiring deans to be evaluated by their teams would create a more balanced and transparent feedback system. It would allow employees to provide input on leadership performance and promote a sense of fairness and equity. Without this form of evaluation, there is a risk that leaders operate without adequate oversight, leading to a sense that their decisions and behavior are unchecked.
To improve trust and transparency within the Kern Community College District, there must be a consistent approach to evaluations. Currently, both staff and faculty undergo regular evaluations, which helps maintain accountability and performance standards. However, there is a noticeable gap in this process: deans and other administrative leaders are not subject to the same level of evaluation by their staff. Requiring deans to be evaluated by their teams would create a more balanced and transparent feedback system. It would allow employees to provide input on leadership performance and promote a sense of fairness and equity. Without this form of evaluation, there is a risk that leaders operate without adequate oversight, leading to a sense that their decisions and behavior are unchecked.
To improve trust and transparency within the Kern Community College District, there must be a consistent approach to evaluations. Currently, both staff and faculty undergo regular evaluations, which helps maintain accountability and performance standards. However, there is a noticeable gap in this process: deans and other administrative leaders are not subject to the same level of evaluation by their staff. Requiring deans to be evaluated by their teams would create a more balanced and transparent feedback system. It would allow employees to provide input on leadership performance and promote a sense of fairness and equity. Without this form of evaluation, there is a risk that leaders operate without adequate oversight, leading to a sense that their decisions and behavior are unchecked.
I am still newer in my history here, i do not have any input on this topic.
To improve trust and transparency within the Kern Community College District, there must be a consistent approach to evaluations. Currently, both staff and faculty undergo regular evaluations, which helps maintain accountability and performance standards. However, there is a noticeable gap in this process: deans and other administrative leaders are not subject to the same level of evaluation by their staff. Requiring deans to be evaluated by their teams would create a more balanced and transparent feedback system. It would allow employees to provide input on leadership performance and promote a sense of fairness and equity. Without this form of evaluation, there is a risk that leaders operate without adequate oversight, leading to a sense that their decisions and behavior are unchecked.
Poor leadership. No accountability. Favoritism Lack of accountability Underperforming Rigged selection committees Faculty obtaining special assignments funding and having classified do the work (no additional pay).
I think that if we have the ability to speak to each other rather than only email or Teams we would feel like someone is really interested in helping. I don't, and others, feel like we aren't important enough for someone to take the time and just talk to us. I know that we have a high turnover rate. Maybe if systems and processes aren't so hard to work through maybe people will stay. Email is a great tool but sometimes, for most requests, a quick phone call can resolve any situation.
I think management should know that we all do our jobs and are capable of completing our work duties. Management at times micromanages and makes it hard to do our jobs.

Additionally there are usually many campus projects and initiatives that we participate in but that makes it difficult to complete our own projects.

Give classified the recognition of the work they do, we are over worked and underpaid. When classified get a raise management team also gets that raise. Its not fair how we are expected to produce the work get no recognition for it and when we do management also gets the raise. Have faulty put in their part, make them show up to events in which helps our student community, have them show faces and stop making classified do all the work. A great example would be the Graduation Ceremony, classified is expected to work it but where are faculty members that are praised during opening and closing day!?

I recommend that the VP/ President meet with the Dean to make a training schedule that is beneficial to advisors/counselors. I'm not sure who they report to but those meetings are sometimes a waste of time and could be an email. If changes really wants to happen here ensure that management are not violating classified contract especially when it comes to Health and Wellness.

Bakersfield College: Confidential/Management

We need to stop the favoritism, clicks and look at people for their body of work. People need to feel valuable and included. We need to have better communication and do better with hiring from diverse groups at all levels district wide. We have to stop the toxic entitlement within the district. We need to allow people to do their role they were hired to do without fear of retribution.

We need more collaborative (possibly mandated) collaboration and cross-training between departments. We get so busy with our daily operations that we don't take the time to know other departments that we should know more about and refer our students, so they have complete access to wrap-around services. This would also give scheduling and admissions processes insight into the needs of special populations of students so we can tailor our approach to the extent possible to best meet the needs of the students. I recommend mandating the cross-collaboration because most leaders won't take advantage of this opportunity unless we have to because we are so busy, we may easily push off tasks which are optional.

o address these issues and foster a more supportive and conducive organizational culture, it is imperative for the Kern Community College District to prioritize transparency, accountability, and integrity in all aspects of its operations. This includes implementing policies and procedures to mitigate nepotism and favoritism, providing training and support for ethical decision-making, and promoting a culture of open communication and collaboration. Additionally, efforts should be made to improve communication channels between the district and campuses, streamline decision-making processes, and prioritize the needs and well-being of employees. In conclusion, by addressing these underlying issues and fostering a culture of fairness, transparency, and respect, the Kern Community College District can create an environment where collaboration, innovation, and employee well-being thrive, ultimately benefiting the entire organization and the communities it serves.

I believe President Fliger's openness with the campus community (e.g. regular campus forums) will go a long way toward different groups feeling informed and that it will (hopefully) build a greater degree of trust among different groups at Bakersfield College.

Work to create a DISTRICT as opposed to three separate colleges. While the colleges should be separate entities as they are each very unique, I believe they must also engage with one another and share resources when and where appropriate. I am speaking specifically in regard to College Safety.

The distance between the campuses creates silos, and so I feel there is an opportunity to explore collaborative opportunities between the campuses.

Those at the top and mid level positions, and their helpers, have been placed there. Strategically. There will be no change, or trust, unless something very drastic happens. These surveys are supposed to be anonymous.... so I'm honest. Yet, I don't trust it.

There really isn't much trust and there are tons of people who are upset and won't say anything because nothing ever gets done. AND when you speak up, you just put a target on your back. So, why speak up? Most of us keep our heads down and have learned to smile and walk away. We love BC and what we do here, so we don't want to walk away. We hang on with the hope it will get better. And we make the best of what we have / and what we can do from our small piece of the campus community.

I think the culture could be improved if there was a higher level of professionalism in the workplace. The current environment where employees gossip and talk negatively about one another is both unproductive and unnecessary. I think that the culture could also be improved our management provided clear instructions and timely responses to work related items.

It would be good to see some true leadership that addresses the issues straight on and isn't afraid to clear the dead weight out of the way. Clear vision, clear communication, and follow through would create much needed transparency and would lead to improved morale. One of the most common things you will hear from people taking on new roles, is the lack of training. We are just expected to know all of the processes and who to contact if you need help. You are left to figure it out on your own. It equates to high-level on the job training and it is a recipe for failure. Training, mentors, and support would go a long way to the success of individuals, colleges, and the District as a whole.

At this point, trust and transparency will have to start from the ground up. There is no trust from the colleges to the District Office. All three colleges are dissatisfied on many levels. There are individuals in leadership at the DO that are hindering the success of our employees, institution and ultimately our students. The Chancellor needs to hear these things personally without other's influence. Regular Communication, ensure that everyone understands their roles and expectations, provide safe places to address concerns or inappropriate behavior, Conflict resolution Lead by Example: Leadership transparency Involve employees in decision making. Professional Development, the District Office AVC's are not allowing BC staff (Located at the DO) to participate in events and professional development at the campus. Unacceptable. Empower your employees, you are in a position to make positive change in this district. And YOU need to make changes in leadership and processes.

No longer giving the option to work from home. Everyone should be on site. Employees are getting bitter about other staff giving the flexibility to work from home even after covid. It makes staff that work from home more difficult to get answers because either they want communication in either Teams or email. These staff are getting paid either the same, but without leaving early from home to drive to work. If it is not written in Job description, they shouldn't have opportunity, unless for emergency approval from their supervisor, like car crash/disabled, sick family member for example.

Trust could be improved by establishing a culture that encourages employees to at least attempt to go directly to the person they are having an issue with, before they go around them.

(1) People are promoted or placed in positions not because of the skills or expertise they possess, but who they know. It is deflating to those who constantly and consistently put students first and put in the hours. (2) Local positions have been moved to the DO. Bring them back to their local college. (3) There rarely seems to be follow through or closing of the loop. Example: Before Spring semester, we were asked to make a list of possible fraudulent students. We ended up having to make a second list because we were told what would happen, couldn't happen. Students were dropped... once I believe. We kept maintenance of the list, but I don't think anything happened with it. We were never told a result or resolution. (4) Put students first!

Honestly, it needs to start from the district office. We need to know that you are in charge, not **(name redacted)**. You need to do some meetings where the deans come in from all three schools and work with you on something. Even brainstorming ideas, or

planning for next year. Not you telling us everything, but let us have some input. Go to the colleges and see the differences. Start meeting people and talking about what you want to do, not just pushing **(name redacted)** agenda.
We need to strengthen the HR and Business offices. They both struggle to get their jobs done and it is negatively impacting multiple departments right now.
We are just a number like students, just a ID number. There is no employee appreciation, consistency of achievements, or empowering the teams in all levels. Reliable feedback, example of this survey email "I understand why people are cautious, and there is a history, particularly in the corporate world, of anonymous employee feedback surveys that aren't truly anonymous. That isn't the case here. I have been with KCCD for 24 years, through several leadership changes and at no time has any president or chancellor, or anyone, ever asked me to try to find out who responded to a survey in a particular way. Not once. I also told the chancellor, when we met to discuss this survey, that I would risk my job rather than break the anonymity promise we have made. He didn't bat an eye because he is looking for honest feedback, whatever it may be." When reading this from the email, you can tell there is no trust or transparency as a whole. KCCD Chancellor Steven Bloomberg will need to visit each campus to earn trust, including the Board.
I feel the level of trust could be improved and transparency strengthened through increased efforts to collaborate. Often times in my experience, departments have a pre-set opinion of a department, and will refuse to work with them because of that opinion. That opinion is then shared with other staff in that department so that numerous people feel a certain way about the department and they may not even know most of the staff that work in that disliked department. This lets personal feelings get in the way of work, which then hinders that level of trust and transparency.
That is tough, everyone is here because they need their jobs. I believe there is a general sense that if one speaks up on issues/concerns they could be retaliated against or passed over for future growth opportunities. I think a sense of curiosity needs to be promoted within Kern CCD to encourage people to question the way we do things and promote a feeling of support for continuous improvement. This will take the focus off of complaining and more on "how can we improve" which will in turn build trust. I think transparency can be improved simply by being transparent. When staff has some warning about upcoming changes and are involved and informed this creates trust and a feeling of security and transparency. I know that everything can't be public knowledge but being intentional about what is kept under wraps and what is shared would go a long way.
I do not see this as a current issue on campus. I feel that trust is given in my area and any area I have worked in on campus. We have some great managers.
Trust takes time to build and is like an emotional bank account, we can't draw on it unless we've made enough deposits. Honestly, if we have individuals who are just here for the paycheck or have other plans that are not really involving the college, then it's difficult to build on that trust. I think honest talks between managers and employees is probably the only way to build trust, it can be like a temperature gauge. "Are you happy here? Is there anything you need? Are there things you feel you need to learn? Do you have plans outside of this organization? What are your goals?" If a manager can spend 20 minutes a day with one employee, just chatting, in a department of 12 or 15, in three weeks a manager can get a better feel as to where these employees are. Some individuals may not understand that they are important and therefore may have a negative view of their co-workers, but I think by showing that we genuinely care for one another, we should be able to see a change.
1. We need to take a slow, thoughtful, cross-constituency, review of board policy and administrative procedures to update them and then follow them. 2. The level of trust among the three colleges has increased over the last 5 years, but in my opinion the level

of trust with the DO has decreased significantly. There has been little, to no, transparency in recent years in how the district office has operated. 3. In my opinion, the DO existence is to support the three colleges and provide higher level reporting to the state and provide support when and where needed to the colleges. At this point in time, the DO appears to be establishing a fourth college running many of our college related programs. It would be nice if the various departments within the DO shifted from running local college programs and being what seems to be reactive to state changes to being proactive. For example, it would be nice if IR analyzed our scheduling processes and came back for suggestions to help maximize SCFF funding categories. I will give a shout-out to IT and HR working together to solve our FLAC challenges which will help to streamline processes and for the IT taking on our fraud challenge. This projects had been discussed for a couple of years and are now being addressed. The last two are prime examples of DO functions to support all 3 colleges.
One critical aspect that could significantly improve trust and transparency is by fostering a culture where employee feedback is not only welcomed but also acted upon. There needs to be a genuine effort from both the institution and HR to actively listen to employees regarding their positions, their work responsibilities, and their career aspirations. One particular area where this improvement is sorely needed is in the creation and clarification of job positions and descriptions. Many employees, including myself, find themselves in roles where the assigned title does not accurately reflect the scope of our work or our skill set. This discrepancy not only misrepresents our contributions but also affects how our work is perceived, both internally and externally. It is disheartening to see that attempts to address this issue with both administration and HR have yielded no resolution. The persistence of this problem not only undermines employee morale but also erodes trust in the institution's commitment to fairness and accuracy. To strengthen trust and transparency, I urge the institution and HR to take proactive steps to rectify these discrepancies. This includes conducting thorough evaluations of job roles and responsibilities, revising job titles to accurately reflect employees' contributions and skills, and ensuring that employees have a clear understanding of their roles, boundaries, and expectations within the organization.
There should be more written policies for departments like Admission & Records, they verbally state a process in meetings, processes change by the following week or month, and they ignore any requests to have instructions put on paper.
- Streamlining processes between the institution and district.
First, the forum was great. You said many of the things that we wanted to hear, but many of us have heard them before. Time will tell. Secondly, you must understand that the phone call is coming from inside the house. You heard a lot about how you handle retaliation issues. That's because HR is the problem. The **(job title and situation redacted)**. This survey says it will not forward comments that single out individuals. How does one get this information to you if it is to be vetting in that manner? We like to say that we function on a spirit of collegiality. That is untrue when the **(job title redacted)** can tell staff to shut up or threatens to send them back to the classroom. Again, listen to the beginning minutes of the Board meetings starting in September. You must listen objectively and not be influenced by the perpetrator.
For years, there has been a divide between different groups of people. Our actions and behaviours are a way of communicating with others. Unfortunately, we often do things that hinder our progress and success. The trust between people has been broken, and it's time for those in leadership positions to take responsibility for the culture they have created. There are cliques and signs of favouritism in all departments. I have personally witnessed management belittling and embarrassing their subordinates in front of their colleagues.
I believe we can improve our level of trust to JUST BE HONEST. I think people try to not hurt people's feelings and say what they think the other person wants to hear. Again,

people in high authority positions especially need to be honest. The promises and lies create a bad work culture.
1. Clear Communication Channels: Establishing clear and accessible communication channels between employees, departments, colleges, and the district office is crucial. Regular updates, town hall meetings, and open forums can provide opportunities for employees to voice concerns, ask questions, and receive transparent information about decisions and initiatives within the district. 2. Transparency in Decision-Making Processes: Ensure that decision-making processes, especially those related to hiring, budget allocation, and policy development, are transparent and inclusive. Clearly outline the criteria and steps involved in decision-making, and involve relevant stakeholders in the process to foster trust and accountability. 3. Training on Diversity, Equity, Inclusion, and Anti-Racism: Provide comprehensive training programs on diversity, equity, inclusion, and anti-racism to all employees across the district. These programs should promote awareness, understanding, and empathy, and empower employees to contribute to a more inclusive and equitable work environment. 4. Leadership Development: Invest in leadership development programs that emphasize ethical leadership, effective communication, and relationship-building skills. Equip leaders at all levels with the tools and resources they need to foster trust, collaboration, and transparency within their teams and across the district. Feedback Mechanisms: Implement formal feedback mechanisms, such as surveys, suggestion boxes, or anonymous reporting systems, to gather input from employees about their experiences, concerns, and suggestions for improvement. Actively listen to feedback, acknowledge concerns, and take appropriate action to address issues raised by employees. 5. Promotion of Accountability: Hold leaders and decision-makers accountable for their actions and decisions. Establish clear performance metrics and evaluation criteria for leaders, and ensure that they are held accountable for upholding the values of transparency, fairness, and integrity in their roles. 6. Celebration of Successes: Recognize and celebrate instances of collaboration, innovation, and positive outcomes within the district. Highlighting success stories can foster a sense of pride and unity among employees and reinforce the importance of working together towards common goals.
Yes, transparency would help moral and improve trust among the organizations.
There is no trust among departments as well as within a department. This can be improved by the Administrative team being more assertive with their areas. Right now **(job titles redacted)** are people pleasing. If they were to hold their employees accountable, this would ensure everyone is being equitable. Right now other departments are having to pick up the slack of departments that are not being held accountable.
To foster trust across all levels in the organization, it's crucial to uphold equal accountability. This means that every member, regardless of their classification or rank, plays a vital role in nurturing trust through professional communication, competency, and ethical decision-making. In higher education and career development, we hold both the opportunity and the obligation to shape a brighter future for every student. As we navigate challenges encountered through the COVID-19 pandemic and leadership transitions, our resilience and determination have to guide us forward. To triumph over adversity, we must embody excellence, ethical conduct, courage, and integrity, driving positive change with trust and transparency for the benefit of our organization and all its members. Our success hinges on two critical objectives: continual reflection on our collective efforts to improve, and the profound impact of empathy and support in fostering an environment where every individual can thrive and effect meaningful change.
Communicaton. Clear layout of job description to faculty about what admin can and cannot do. For the record I do not trust that my direct supervisor has my best interest in

mind. There is no longer any trust in this relationship. A lot of times employees will not speak up against their supervisors because of the fear of retaliation and slander.

Transparency does not only mean communicating in open forums or webinars, but should also be modeled in our actions. Standing true to promises and modeling integrity, trust, and collaboration should help. Most importantly, keeping the students in the center of all decisions should also be a practice across the board. Faculty not entering grades for students they taught with no reprimands does not model the behavior of keeping students in the center of all our goals. A focus on helping employees improve and providing the tools for improvement is important. BC has lost too many amazing leaders who never even had a chance to be seen or heard. This alone affects employee morale.

The open forums organized by the leadership have been an excellent way to start building trust with the campus community. It is highly appreciated that everyone can ask questions freely (not scripted) and receive direct answers. The forum provides us with insights into the direction the campus will be taking in the next year. It is also great to hear from the college's leader that they will be taking charge, prioritizing college needs, and focusing on students, faculty/staff, and the community. Continuous learning and growth opportunities are necessary for professional development of the campus community. It's important to show appreciation for the campus community. This will motivate staff to go above and beyond and take pride in their jobs.

Tranparency # Empower people and your team # Inclusion # Managers - be servant leaders and lead by example; don't be afraid to engage your team in candid and difficult conversations # Practice Empathy # Communicate - listening is part of communication.

Bakersfield College: Full-time Faculty

I can't speak for anyone else. I have no trust for anyone on campus or at the district. I do trust the colleagues in my immediate discipline. I have no suggestions. I am determined to do a good job in the classroom. That is my only focus.

First thing is to stop having so many admin positions we are paying for that work at the state level. I think trust starts with putting your money where your mouth is. Listening sessions maybe for admin to actually hear and incorporate feedback from faculty and staff on contentious issues (such as early college)- but it HAS to be backed up by actual action by the admin.

Administrators in high levels at campuses and the district office need to stop targeting people. I would recommend another anonymous survey specifically about district and high-level administrators at all campuses to give people the opportunity to tell you what people say about decisions made about Indvidual people. You will be shocked.

One of the things that decreases my trust in the administration is the overuse of interim positions for new administrator positions. It seems to be the norm to create a new administrative position and immediately appoint someone to fill it for 2 years. I do not know how those people are chosen, so it looks like the president/chancellor just hand picking who they wanted to do the job. Then instead of quickly beginning a search to permanently fill the position, the college or district waits the full two years before starting a search. In situations where the person who was interim applies for the actual position, this leads to an obvious bias towards them assuming they've been doing a good job. Who wouldn't choose the applicant that they already know and who has already been doing the job satisfactorily for 2 years? Hiring anyone else is too much of an unknown.

Open, regular, honest communication would be a great start. Too often, campus staff are suspicious of motives and of decisions made both at the district level and at the campus level that have the appearance of backroom deals or summer surprises. Quashing rumors would also be helpful. When information circulates on the BC campus indicating that the district office's operating budget increased by 30% last year, or that there are district employees whose positions are funded locally, but that are working for the State Chancellor's Office, either the district needs to dispell the rumors or confirm

the information through clear, open communication and justification. Leaving information like this hanging causes unhealthy festering and speculation.
I think there is a great deal of distrust among and between all groups on campus and with the district.
As an individual, I have no relationship with the district. I have no trust in the administration at my college or the district. Over the years I have seen other departments that were not even on the hire list get a new employee. while retiree vacant slots go unfilled. Decisions were said to have been made by the district or the school president. I have seen the college administration and the district railroad individuals voicing a different opinion than that of the status quo. The climate in the last few years has been the worst. Previous to these last maybe 5 years working at BC was pleasant and everyone respected differences of opinion.
There is a lot of "secrecy" that occurs in meetings and behind closed doors. Even within a campus, one group may have an agenda that is completely opposite another and no communication is taking place. Efforts either equal each other out, and no movement occurs or if going in the same direction, duplication of work occurs and it is unnecessary. It is extremely difficult to get anyone at the district to answer a phone call or return an email. Questions about HR or programs such as Dual Enrollment (Early College) go ignored or dismissed without any communication. There is zero transparency to what is actually happening. BC boasts it is the largest dual enrollment in the CCC but those of us actually teaching dual enrollment are being bullied, intimidated and told to do things that violate the LAW and there is no communication. Students are added and dropped outside of the drop and add dates. Grades are changed from "W" to make it a complete withdrawal and not showing up on transcripts. All because the "numbers" need to look good. It is an embarrasing situation that no one with any integrity would be proud of.
I'd appreciate it if more faculty would respond to email. It's just bizarre the great number faculty who don't get back to you. You don't know if its a lack of tech savvy, organizational skills or just plain thoughtlessness. It's as rude as hanging up on someone in the middle of a phone call. It makes it difficult for faculty to do their jobs when you reach out for help and lazy or unprofessional people don't reply, don't even have to think there is anything wrong with blowing off the important concerns of others.
It seems there are times when policies change, but there are discrepancies or roadblocks that make the intent of the change difficulty to maintain work efficiency.
(name redacted) RIFLE group have destroyed the ability of classified to trust admin and faculty. **(name redacted)** was allowed to behave horrifically for years and nothing was done to ensure the safety and well being of employees and students. **(names redacted)** both allowed racist, homophobic, and prejudice to run wild on this campus with their lack of responsiveness. Our students don't trust faculty as can be seen in the racial climate survey. Our racist groups put a stop to all surveys with any manner of criticism they can muster. The eboard is stacked with extremists and RIFLE people in an attempt to control senate and keep progress and equity from thriving. Our admin only hires whites for the most part and they don't usually have the experience needed. Look at the deans and directors... mostly white and grossly under the expectation of minimum qualifications. If you are a minority you will be overlooked and if you are a woman you will be seen as aggressive and punished accordingly.
get rid of newly created vice chancellor position
First, make equitable representation of employees of all backgrounds (Latinx, Blacks, Whites, Asians, native Americans) a priority in everything we do - say a strategic objective. Second, be intentional in recruiting and hiring qualified people of all backgrounds to occupy senior administrative level positions at our colleges, even if that means going outside our district. Third, grant the college presidents greater independence in the day-to-day management of their colleges and eliminate the direct influence of trustees in the running of our colleges.

Trust would be improved if administration spoke to faculty and staff like we are human beings worthy of respect and collaboration, and as tho they trust us rather than assuming we are aiming to be the laziest and worst employees possible.

The mission of higher education is the search for "truth". This is done by coming up with a hypothesis, testing the hypothesis, collecting the data, interpreting the data and coming up with a conclusion. This does not necessarily mean the hypothesis is correct. There may be bias, incorrect controls, small sample sizes and other variables that need to be tested. Secondly, transparency is critical to ensure trust. Why is the district supporting Dual Enrollment and Rising Scholars and not supporting students on the BC Main Campus (as much)? Are the reasons financial, political...? Although we may not agree with the reasons, we would appreciate the honesty...which leads to trust.

We must protect free speech first. We can disagree on issues and still be collegial to each other. That has not been the case recentl, through all aspects of the district.

I think more transparency on the websites (which the new website is horrible--too much scrolling, too many clicks to get somewhere, and the search feature is quite lacking, plus not everyone is in the directory; I'm sure I could go on) as far as documents being made public will help alleviate those questioning what is going on that they are hiding from us, and therefore erodes trust. The committee webpages are the biggest example. I know the chairs have to complete training to edit them, but some committees keep most or all of their documents in private SharePoint drives or Canvas shells just accessible by those on the committee. This is a problem for transparency when we should have access to agendas, minutes, documents, and resources for every committee. Tied to what I said about needing more representation on each committee in question 1, I think not having a voice or seat at the table affects trust between employees and groups. When the District Office says it will write sections of the ISER for all 3 campuses and provide evidence and it is four months past the deadline and the ISER cycle is being postponed for committees and the BOT to read and give feedback until the next semester, that creates a problem of trust between the colleges and the District Office.

I don't think there is any trust between the district and other groups. You fire a **(job title redacted)** and then bring him back after he had been fired at two other colleges. This makes no sense. You move people into positions they can not do and then let them stay there while other do their work. The common theme here has been to "protect and promote" based on what looks good. The first black AD, The first black football coach. We are not looking at the best person. We are looking at what others think looks good. I want the most qualified doctor not a doctor that was elevated based on another degree of measurement. Right now we have a **(job title and situation redacted)** that position is an important one and needs to listed. If buffers are continued to be created no one at the upper level will really know what is going on. The faculty and classified have to deal with poor management skills and with the current chain of command no one can talk to anyone. Possibly we need focus groups that could discuss problems at a smaller level before they blow up. Reports need be available to concerned faculty, if they are not personnel related, before they are sent to the chancellor or board. This would allow for a second opinion. I know I would welcome the chance to talk to people to help resolve issues, but I don't want to face additional harassment and bullying. I am tired of not being spoken to and I am tired of tying to be perfect because no one is. Open forums by chancellor or president could be helpful or just a coffee time talk but they need to be at different times so different people can come. we need to expand the horizons so other people and groups can become involved. we need to find a common cause to rally around and we need to listen to what others are saying. We need not to have things shoved down are throat, but rather an acceptance needs to occur. It needs to stop being a they vs. them environment and needs to work towards an us. This can not occur as long as specific groups feel they are being targeted. Lets stop spending money on stupid things but rather on things that impact students. Lets stop allowing admin to go to as

many expense free conference and requiring faculty to pay for their own travel and conferences. Lets have a degree of trust again. This is the BC use to know a decade ago.

More communication, actually answering questions for the KCCD community that are posed in these types of surveys is a good place to start. These surveys go out but no one else tells the colleges the results. When specific departments and programs are listed in a survey, to the best of my knowledge they are never informed of the survey results for their area. This can also put a damper on trust-building. Classified employees do not trust the district because it has fought against their fair COLAs and not distributed money allocated for classified raises. Who would trust the leadership when things like that happen? Please reasonably do not trust those they deem to have mistreated or undervalued them.

Transparency would be a great place to start. When reaching out for help and or support, it is rarely given unless one hounds the admin.

Removing administrative agendas that bypass processes other people must follow would be a good start. The curriculum for the "Landmarks of California History" (certificate and coursework) were approved through the curriculum committee and the assessment committee regardless of having deeply flawed language because "the president wanted it" (which was said during the curriculum meeting. I really don't care if there is a Caesar Chavez course or leadership certificate, but naming it Landmarks ... is just wrong and misleading. Others struggle with curriculum submissions and get critiqued over grammar, punctuation (seriously), SLOs, etc. and these just sailed through approval. Using the media **(name redacted)** to write articles criticizing the faculty who pointed out the defects was wrong and is a perfect example of the mistrust and politics behind the scenes that make the culture awful. **(situation redacted)** When such issues come up, admin needs to swiftly acknowledge and act. Silence is permission, and so far the silence from administration has fueled the mistrust because issues aren't being dealt with. I'm not advocating micromanaging, but there have been too many high profile issues that have been ignored. Holding committee chairs responsible for following protocols would also help. Knowing who the members are before allowing a vote seems like a basic responsibility, but I have seen that violated. Meeting protocols aren't followed. Record all committee meetings - use the AI service compatible with Zoom that makes an automatic transcript of the proceedings. That would be fantastic! I have seen a transcript generated from this software and it is marvelous.

1. Hold individuals accountable for poor behavior 2. Provide hands on mentoring and leadership training. We constantly protect and promote from within and have created a culture where people do not have hard conversations because of fear of being let go or demoted. 3. Hard conversations need to take place and incompetent individuals need to be trained, adapt or be released 4. Administration needs to have less meetings with one another and spend more time with the individuals they are supposedly leading, finding out from them what their needs and concerns are and what the students most need. 5. The district needs to stop promoting and supporting political agendas that separate and divide us as a district and as a college. The EODAC committee at BC during covid completely obliterated trust collegiality on our campus. They did not allow questions or honest conversation. Instead the bullied, applied labels and forced people out so the could get a homogenized group that agrees all the time. 6. Continue to consider hiring from the outside to get fresh eyes and new ideas. 7. Take hostile work environment claims seriously, especially from seasoned employees who have never had issues previously. BC is not a safe place for many to work. How can there be trust when there is no one you can take your concerns to because no one can keep a confidence and we protect and promote. 8. Do 360 evaluations of administrators. I recommend IPEC's Energy Leadership Index. It would allow individuals and departments to see exactly what is going on and why they may or may not be affective. Our current evaluation system is a joke as management picks their friends to evaluate them, vs the entire

department they are over. 9. Encourage individuals to disagree and be honest. Allow for vulnerability and encourage it. Ask more questions and be willing to listen. Get out of the office and into the campuses. 10. Find people that understand leadership to be our leaders. Not individuals that want power. 11. Do an audit of fundraising accounts especially with the renting of facilities such as the pool, or athletic accounts. 12 Do a complete 360 Title IX investigation by an outside party that is not associated with the **(job title redacted)**. He should not be allowed to investigate himself.
There is a disconnect with District and the Colleges. Managers at the campuses are overworked until they resign, which as increased the turnover of admin. We have lost some good individuals over work stress. It also seems like admin is against the faculty.
State of the college addresses; regular department meetings
The administration on this campus focuses more on the micromanagement of its faculty and staff rather than bolstering the strengths of individuals. They have also created animosity between faculty members instead of fostering collaboration. Counseling faculty have been treated unfairly with respect to their teaching faculty counterparts. During COVID, counseling faculty were forced to come to campus and work, while the campus was closed, and students were not allowed on campus. This was not the case for the teaching faculty. Many of the counseling faculty have young families and when a loved one or the faculty member was faced with a medical issue, they were forced to deplete their sick time, while the teaching faculty continue to have privileges of working from home and saving up their sick leave. In fact, I recently had a conversation with one of our teaching faculty who explained that, due to her remote schedule, she has so many hours of sick leave, she feels she needs to start using them. After requesting a partially remote schedule (one day per week), rather than opening clear lines of communication, counseling faculty were met with retaliation. Students bore the biggest burden, as remote privileges for students were immediately removed from the EOPS department. Students in rural areas had to then drive to campus to receive services. This is just one example of many. Micromanagement and lack of communication has led to distrust and low morale in Student Services at Bakersfield College overall. I believe this is also an issue in many other areas on campus and in the district.
Setting the tone that allows people to not be perfect all the time. We talk about humanizing classrooms; we can also humanize our departments. Give each other grace, kindness, support, and safe spaces. Embrace many personalities, cultures, and human differences. Team building time and funds to support events for team building. Training for existing staff, faculty, and new hires.
Administrators need to quit protecting bullying faculty. **(timeframe, situation and job titles redacted)**. To my knowledge, administration never stepped in and kept this from happening. While I understand the public (because of lawsuits, news articles, etc.) believe this situation was political in nature (and to a certain extent it was), it was mostly an interpersonal conflict. In fact, most of the "political" disagreements on campus that have embarrassingly spilled out to the public are actually interpersonal conflicts under the guise of college policy and political disagreements. There needs to be equal weight given to complaints of faculty. Stop favoring certain faculty members because they hold the "correct" viewpoints from the perspective of the college. Stop selectively investigating conservative faculty. There's a reason why there have been multiple lawsuits. It's time to fix all of this division. Quit emboldening bullying faculty members.
Dropping the lawsuit against **(name redacted)** would help. That is a waste of district money and community tax payer dollars. This type of lawsuit produces fear in faculty members in general.
In the over twenty years that I have been here, we've always concluded that communication with all constituent groups on the campus from administration was paramount. I've seen communication handled well on this campus, and I've seen it handled poorly. It seems that communication has been handled very poorly in the past

five years. For example, upon our return to campus after the pandemic, the administration unilaterally changed faculty schedules to satisfy their whims resulting in faculty uproar. Certainly we needed to have more faculty in face-to-face classes, but our department chairs and deans has always done scheduled classes and made changes and corrections. This time the administration did it with no regard for faculty.
I think all these things can greatly be improved! Same goes for this like what I stated on the first survey question, there is little to no trust between employees, groups, colleges and their district, etc. Again, how I think these things cam be improved is through having open discussions and understanding on different opinions.
Consistent and open dialogue where the decision makers from all the colleges are at the table and are able to have input and carry out what the intent of the work of the colleges and district is.
I think having an understanding of workload is important- for instance class times are set in stone and not very flexible- please don't be upset when professors are difficult to schedule meetings with due to teaching load. I think there needs to be more clear accountability reporting at the district level, especially for multi million dollar initiatives that seem to have made little or no progress, except for what other college level programs already had in the works and was co-opted by district projects.
1. Afford faculty the support they need when meeting with partner institutions. 2. Employ institutional researchers that put our students' needs first and are independent of the RP Group.
Third party mediator Responding openly to issues Following up on all complaints submitted Don't allow personal attacks at Academic Senate under the guise of public comment. If someone will be specifically mentioned, that person MUST be advised to be allowed time to address the comments. Trying to address such big issues within the normal parameters of meetings is deeply flawed. What has resulted are basically sniper attacks, where shots are effectively fired, but there is not time to actually address the issue. So there is no real movement toward resolution.
So many interactions on campus are antagonistic. A&R is a DIFFICULT department to work with. Go three times, get three different answers for three different people. things that should be easily taken care of my email are needlessly complicated with printed forms, wet signatures, etc. Every time I send a student to A&R it's a nightmare. VERY frustrating!
At BC we are working to rebuild trust through transparent practices and, in my opinion, the removal of the person who created most of the division has been very helpful.
We need leaders to be leaders. People in positions of high responsibility need to make tough decisions sometimes. Get rid of people who are bad for the institution, empower people who are good for the institution. Leaders need to be given authority to actually enforce that people are doing their job at a high level.
Trust is built through respect and a mutual understanding that all parties will do their job to the best of their ability. Employees trust leaders who work hard. Leadership trusts its employees when they work hard. The ultimate act of love and trust is holding someone accountable no matter the costs. If employees knew that leadership had their backs through action and not words then that relationship would be more trustworthy. This would make conversations regarding accountability, as it pertains to a specific duty or task, much easier. Personally, If I trusted our previous leadership had the best interest of the students as well as the logo, I wouldn't be so quick to doubt their behaviors. But, because I saw no action in that direction, it is hard to trust that I am working in a transparent environment.
1. Trust is built on successful relationships and open communication. Relationships are often built on sharing a meal together. 2. The budgeting process and ways that money is allocated to different departments is extremely opaque. It feels like the university prioritizes nursing and STEM above all else.

I believe there is a high level of trust, in general, between the various groups within the District. The flow of information from the DO to my locations seems more than adequate to me. I realize that under certain circumstances, such as with personnel issues, information must be withheld, but otherwise information is readily available.
Trust at BC seems good.
Honesty and truthfulness are two things I abide by my life. We are lacking transparency either based on hidden agendas and/or activities that keep going around and as faculty we have no clue until they have reached a point of no return. I believe a review by faculty in different disciplines can benefit any program put on the table for a proposal.
Less red tape. Less hands involved in minor decisions. Streamline approval for faculty and requests for students. The more that need to be involved - proves a lack of trust.
The trust with fellow employees and students is solid, however, there is no trust with the **(job titles redacted)** and **(name and job title redacted)**. In the most recent years, there has been at least two time that the process for votes of no confidence have been on the table due to lack of trust from our leadership. This is largely due to their lack of following rules and regulations and not abiding by contractual guidelines. They will say one thing in public and make contradictory decisions in private.
BC seems to be more top heavy than it's ever been in my 20 year tenure. Communication between top administrators, deans, chairs, and faculty doesn't seem to exist. We ask questions and are constantly told by our chair that they don't know, that is just what they were told. The culture is definitely top down and very nonsensical. Everything is a money grab, which does not meet the mission of the college. I don't know who the puppet master is, but I do know that my dean is deathly afraid of their boss and of losing their job. I get that, but at the same time, we need to fight for what's right for the students and not simply numbers. Trust is non-existent at this point and I wish I knew how to fix things and improve the current climate.
By creating an environment of respect, professionalism, and communication between all levels of the institution, having open dialogue between Admin and faculty, and giving a legitimate voice to classified staff and students.
Honestly, the most recent hires (the new Chancellor and the new BC College President) give me hope. As people NEW to the district/campus, I am counting on each to arrive with a foremost goal of supporting the work at the district and at BC rather than feathering their own nests. I'm a fan of interest-based bargaining, open door policies, fair treatment of employees and a genuine drive to better students' lives. Sometimes less is more. BC has been all "more, more, more" and that of course bled into the District's support of "more, more, more." That culture has created suspicion, stress, and burnout, at least for those who were hired less recently. The "newish" hires don't know BC as any other way. How to improve trust or strengthen transparency between employees, groups, colleges, colleges and the district office? 1. President Fliger's open forums are helpful in developing both trust and transparency. I hope he continues these for a while, even if they are eventually spaced further apart than once a month. 2. Chancellor Bloomberg's holding of board meetings at college sites is helpful. Whether or not that is practical as a permanent thing remains to be seen, but I see it as a nice beginning for those who are not able to attend meetings at the District Office due to time/travel constraints.
There seems to be too many hands in the cookie jar trying to get what they want for themselves. At the forefront should be what we can do for our students, or we wouldn't have jobs and careers. The administrators need to support one another and support those they put in leadership roles across the board with honesty and integrity so faculty and classified feel comfortable and safe working for BC
Following agreed upon processes, including all constituency group, and following regulatory guidelines (including 10 1 and 9 1) will increase trust. Giving report, holding meeting (districtwide budget committee) and having clear membership/appointment

processes for committees (especially screening committees) will improve trust and transparency. Ensuring hiring, evaluation, and grievance processes are legal and fair will help. Having structures in place to review innovative projects at the college level that ensure resources and buy-in before applications are submitted at the district level would help.
I think a place to start is having authentic conversations, including making time and space to listen to one another to try to understand different perspectives. I also think transparency in decision-making, including discussions leading up to decisions. There have been so many surprises over the past 6 years. Administration and management have made many decisions to push forward an agenda or policy that hurt not only faculty and staff but also may not have been in the best interest of students. Sadly, integrity is not listed as one of KCCD's values. It is listed as a college value, but I have experienced a lack of integrity in administration (not all players, but many.)
I am not sure how to increase trust. There are a lot of office politics within departments and across campus, so it is hard to trust anyone.
For faculty at BC, trust requires change. Individuals who don't do their jobs should be removed. The people who work hard should be acknowledged and appreciated. The **(name and situation redacted)** is an example of a failure to lead. **(name and situation redacted)** **(name and job title redacted)** has done nothing to check the conservative right faculty who push a racist agenda at our HSI. **(name and situation redacted)** BC early college should be returned to BC. The district destroyed any trust when it quietly moved all of BC EC to the district. Why were PC and CC able to retain local control over their EC programs, yet BC could not? Since that shift occurred, half of the team left due to the dictatorial leadership of the AVC they were assigned to. They found new jobs in other departments at BC because they love the college but were mistreated at district. **(name, title and situation redacted)** Yet at KCCD, we keep promoting incompetent people while overworking what few competent leaders we inexplicably retain.
Transparency would be a start to build some trust (which is currently non-existent). Trying to limit exchanges to 3 minute sound bites in committee meetings or board meetings just makes things worse because it is only enough time for an attack, and not enough to actually discuss anything in a meaningful way. I have been shocked at how committees are so overcommitted with the business they have to conduct that nothing ever gets discussed in a meaningful way. It's all about the sound bite.
In a highly polarized community, trust is virtually impossible. You're either a "leftie" who wants to make college as easy and stress free and inclusive and accessible as possible regardless of its impact on actual learning or academic rigor, or you're a "conservative" who opposes anything new, untraditional, or non-canonical because that supports dumbing down instruction through the use of Crayola Cirriculum.
I cannot think of any trust issues that I have experienced at BC. The district office must control what information must be kept confidential at all times.
There is not transparency nor are there written policies to reference. This allows some administrators to give directive then change those directives and assert that they never gave the initial directive.
Trust would be improved if individual departments (faculty) had more power and/or were listened to and less choices were made by administration. It also seems that large amounts of money are being sent from the college to the district and not much is returned, yet program review reports from departments across campus demonstrate a need for funds to purchase tools, machines, technology, and models to increase student learning and course offerings.
Open up the District office position requests in the DAURs to timely review by the Districtwide Budget Committee. Put greater value on two-way communication between the representatives on District Consultation Council and the Chancellor. Increase

gatherings of personnel from across the district so the colleges will feel more connected to each other.
The shared governance model allows for the active involvement of faculty, staff, and students from all three campuses in matters that affect our district. Non-voting members serve as a vessels of communication and voting members have the ability to influence the decision-making process.
No violations of faculty contracts by admin. Support faculty instead of impeding their work and creating a culture of distrust and bad morale across campus.
The level of trust among faculty and administration is very low. Needs major rehab and improvements.
There has been so much damage, especially during and following COVID, I'm not sure what can be done to improve employee trust in the hierarchy. The college policies on things have also shifted from viewpoint to the opposite it is difficult to gauge how faculty work will be viewed. For an example, everyone shifted to online for COVID (understandably). Then the shift was back to in-person courses regardless of whether faculty or students wanted to be, then to no one can have an entirely online faculty schedule, to who really knows what it is now?
I think by fostering an environment that truly allows for and invites disparate ideas, ideologies, and viewpoints, we can slowly build trust again. I think there are a few glaring wrongs that need to be corrected (e.g. **(name and job title redacted)** comments, and the BOT lack of inquiry into allegations presented, to start). There is/has very rarely been an acknowledgment of wrongdoing on the part of the District Office or BOTs. The District office has a reputation for making decisions that, at least on the surface, aren't in the best interest of the colleges and subsequently the students. There is an appearance that the DO fancies itself a college. I'm one who believes we all have a role, that they are all unique and necessary, but separate. It would be refreshing to see those roles defined and transparent.
Fundamentally, the district needs to take a "trust but verify" approach to academic departments and the classes we offer. Let us do what we have professionally determined is best for our students and don't interfere unless you can provide evidence that proves to us that our methods are suboptimal. Administration should go as servants to the academic departments, listen to our opinions and needs, and then fight for those to be supported at the district and state levels. The current trend of dictating how we can teach our subjects is not only counterproductive to the missions of the colleges, it's also insulting to the highly capable faculty that has been cultivated in our colleges. The office of the Associate Vice President of Instruction has demonstrated they are willing to do this, at least in some cases, by sending a representative to meet with the math department and hear our concerns on pressing curriculum issues. The office has signaled clearly that they respect our expertise and will act on our behalf to make improvements and find creative solutions.
Acknowledgement that differing opinions need to be discussed not attacked. Things have historically been pushed through when folks say "administration wants this," or "the president wants this." There are clearly different standards.
All groups should tell the truth. All groups bend the truth in order to get their agenda furthered.
I wish I could be specific because I have a lot of ideas. Again, they would reveal myself and I am in no way comfortable with that. But here is the first and foremost thing that would change trust in countless ways: REINSTATE **(name and job title redacted)**. That would show that things are changing. It would help people understand that discussing, challenging, and questioning are what we should do. We should be able to do this things with professionalism and civility. I've heard meetings where other faculty where swearing at each other and giving accusations. That is not professional. We have a new president and chancellor and we have a fresh start. Complete that with the

reinstatement. Restore faith and transparency to BC. How about a designated lunch space where faculty can eat together. We used to have one and it was wonderful. Administration could also be seen at events besides sports. That would show that they care about what our students are doing and the immense amount of time that faculty devote to their craft and most especially their students. Supporting each other could start with those in leadership positions and they could bring people with them to events. That also used to happen at BC. It seems like the same people are acknowledged at Opening Day meetings and the same people speak. Let's mix things up! Let's talk about how to be better professors instead of endless slides about the same people doing things. I think everyone needs to be represented. I would love to sit down with the President and Chancellor. But that doesn't even seem possible. I've even tried. We can make BC better, I know we can. But we have a long way to go in order to restore trust and honesty and transparency. I truly hope we can.

(name redacted) established a culture of selective bureaucratic obstructionism that she cleared for her favored projects (and those she tasked with them) while she stonewalled anything she did not want (no money, no permission, no support). It didn't take long before everyone was in one of two camps: (1) jaded and detached, or (2) incompetent sycophant yes men climbing the spoil system (who the rest of us do not trust to be fair or competent). The ONLY way to restore trust is to dismiss (name redacted) henchmen and hire fresh blood. (5 names redacted) are all dishonest emotional basket cases with no vision. Reggie and Rice are particularly intelligent, (name redacted) is reminiscent of Joseph Stallin the way she targets people (eg., (name redacted)). (name redacted) is uniquely competent but as (name redacted) longtime axe man he is widely hated. (name redacted) is a good worker bee but no vision and perfectly happy to lie so he has lost trust. (names and situations redacted). But (name redacted) is the personification of the Dunning-Kruger principle and widely known as the most dishonest and most hated of all your admin, and (identifying information redacted). (names and situation redacted). There are a handful of administration-protected attack dogs who torment anyone who doesn't get on board with (name redacted) agenda, and an undeniably double standard of justice. (name redacted) is under direct orders from (name redacted) to stamp out disfavored employees and does so in flagrant violation of basic due process or fairness. (names and situation redacted). This broken system is not broken - it was intentionally built this way by (name redacted) - her henchmen attack any who she sees as a threat and (name redacted) provides coverage. (name redacted) actively creates constructive termination in tandem with these bad actors. It's intentional. And we all know that (name redacted) still controls (names redacted) and a number of other administrators, and of course (name redacted) is her deep close ally, and other board members owe their position to her. As long as that system is in place nobody will trust KCCD.

Response to question 2 included in question 1. However, please apply response below to end of question 3: 4. Empower Students a. KCCD has lost its focus on being one of the premier learning institutions in Kern County and nation wide. Instead, under the leadership of former college and district presidents, chancellors, and leaders, it would appear that social services have taken focus and domination over empowering students and the learning that should occur inside the classroom. Therefore, trust can be improved and transparency can be strengthened if we return to our core values of educating our community and preparing its incredible members for personal success, academic attainment, education prosperity, and sustainable careers. That's not to say that we can't have a food pantry or college dorms, but as has been quoted so many times before, give a man a fish and he eats for a day. Teach a man to fish, and he eats for a lifetime. Is that not what our goal should be? Redefining our focus, recommitting ourselves to our mission, and redirecting our district back to its core values will do just that. In addition, that is exactly what will reunite faculty, improve trust and increase

transparency, and improve employee morale, engagement, and performance at all levels of the organization. I can only hope you agree.
1. Protect someone who does not feel safe coming to work and a year later nothing has changed. 2. Train managers/administrators and spend time in each department 3. Stop having meetings to have meetings to have meetings- get out with the students, faculty and staff 4. Make sure management meets minimum qualifications 5. Do nation wide searches. We need fresh eyes 6. Higher leaders not people who want power. 7. Remember out #1 goal should be students 8. Why do we need so many program directors and managers 9. Give COLA increases in line with state increases 10. Fire bad administrators 11. Don't hire yes people, hire them qualifies leaders that bring initiative, inspire, and can unite us 12. Who the budget 13. Hold people accountable 14. Value integrity 15. Encourage creativity 16. Do 360 evaluations of the district, each campus and every department 17. Train new hires and make sure they understand the purpose of their job as well as everyone in their department 18. This survey helps
I don't trust anyone at BC. Faculty members are self motivated, and will stab you in the back at first opportunity, administrators are so self focused on their own careers that they step on anyone that serves them to climb to the top. Unfortunately this is just the way it is, and I come to work and do my job, and I leave. I am not motivated to do more than what is required of me.
It is essential for the faculty and staff to be encouraged and actively supported in engaging in open and honest discussions on challenging topics. This requires creating an environment where there is a genuine commitment to academic freedom and the free exchange of ideas. Faculty members should feel empowered to discuss and debate difficult subjects without the fear of negative consequences or reprisals for expressing their viewpoints.
...continued from question 1 One of the problems with early college is that it blurs the lines between high school and college. When a student arrives at college for the first time as a freshman, there is a sense of "you are in college now" that is missing when students take classes in high school. We run the risk of blurring the lines between high school and college. When a student takes a "college" course in a high school classroom with a high school teacher and peers who are all highschoolers – it can easily turn into a high school course. Who teaches early college courses? Primarily high school teachers. I have heard concerns from departments who say they have no control over what is being taught in the high schools. The high schools may be using a completely different curriculum! There are no evaluations or control of high school teachers or any way to tell whether they are teaching classes at a college level. I remember several years ago (2019?) there was a discussion about early college at BC. Many departments had concerns. I specifically remember the Spanish department being concerned about the (extremely high) pass rates for early college versus on-campus courses. They wanted to include an on-campus BC proctored final to ensure that students had truly mastered the content before being awarded college credit. There is valid reason to be concerned that early college classes are being taught at the high school level and not the college level. Some early college classes are taught by BC adjunct or full-time professors. I am personally aware of instructors in multiple departments who have had their BC careers damaged due to scores and feedback on student evaluation forms. These students may be comparing their college classes to their high school classes and be unhappy with the amount of associated study that is needed. I am not aware of any high schools who let the teenagers decide whether their teachers will keep their jobs. This setup provides an incentive for instructors to reduce the rigor of their classes or to look the other way while students cheat. Do not delude yourself into thinking this isn't happening. My concern is that awarding college credit and especially degrees to students who have taken high-school level courses will eventually cheapen the value of a BC degree. Remember when a high school diploma meant something? With current policies at the high schools, a

diploma no longer has the significance it once had. Let's not let the same thing happen to the value of a BC degree in the local community. We need to take a critical look at the early college program and make changes where needed.

Trust has been eroded between employees and leadership due to the way in which decisions have been made in the past. To be an institution with over 70% Hispanic students at BC, and have no leadership that represents that creates distrust in a system that has had viable candidates and they have been passed over. This distrust is discouraging to employees and staff as we are only allowed to reach certain levels, which also creates a leadership circle that is void of voices of people of color. And even though I understand that it is not equitable to hire simply based on race, the fact that not a single position hired recently has had a viable candidate leads me to distrust the hiring practices that have been in place. Another level of mistrust between groups has been the move of early college from BC to the district office, and back and forth they have had to endure. I have been in spaces where promises have been publicly made only to have them overwritten by other administrators, without any rhyme or reason. Consolidating district services for early college at the district might make sense fiscally, but does not make sense for the students. Since the advisors who reside at the district office are not longer required or allowed to attend BC counseling meetings, I wonder what information those advisors are giving students and leads me to be distrustful of the level of service they are receiving. Then, having 50% of the early college students served by one program manager and an advisor for rural schools when the other 50% of the early college students are served by a whole team of people creates distrust between the district and the schools in rural areas.

Just the very fact that so many employees have been afraid to respond to this survey over fears for their job should tell you something about the level of trust. Retaliation is real and has happened to several employees I know personally. I have seen unequal treatment and clear favoritism by deans. Currently, there is no evaluation of deans by the professors in the department. I have seen deans whose focus was on looking good to their superiors instead of supporting professors and students. There have been many instances of contract violations by deans – some quite serious. Chair evaluations are not anonymous. Should a non-tenured faculty member tell the truth on a chair evaluation form knowing that the next semester the chair will be influential in deciding whether the faculty member keeps their job? Many departments are quite toxic and unhealthy. (Unrelated to the question above- I see that paragraph breaks are being removed from our responses to this survey. This is going to make it more difficult to follow the train of thought in the responses.)

I am hopeful that the new BC president and the new KCCD chancellor will be able to build trust. -----(Above comments continued) I have gone through the HR training required for those on hiring committees. It's... okay. It's good to be reminded of unconscious biases but there is a bit of a not-too-subtle message that if we hire a white faculty member, that means we are racist. I believe that we should judge a prospective faculty member not by the color of their skin but by their character (and qualifications for the position). My own department is quite diverse and I see no evidence of preferential hiring of whites. Embracing diversity should include the diversity of life experiences and not be limited to simply skin color. Some have tried to prove that the hiring committees are racist by pointing out that the demographics of the professors do not match the demographics of the county. But, in general, only those with master's degrees can be professors. Most county residents do not have master's degrees. I have researched this and found national statistics for the race of master's graduates, but no statistics for California. The demographics of professors at BC are very similar to the national statistics, so I don't believe our demographics prove there is rampant racism here. If we want to see more faculty from underrepresented groups, the first step is to prepare all our students well so they can succeed when they transfer out of BC to further

their education. There is a push to add some "anti-racist" requirements for professors to obtain tenure and to keep their jobs. I don't believe this is needed. There is already a question on the students' evaluation of faculty which asks whether students are being treated fairly regardless of race, etc. If responses to this question as well as open-ended questions on the evaluation form do not show a problem and there is no other evidence of a problem, then I don't believe any additional "anti-racist" requirements are needed. The important thing is to teach the subject matter well and treat all students fairly and with respect. I don't want KCCD to turn into a district that penalizes faculty if their high and low course grades are not equally distributed among all student categories. Being anti-DEI does not mean being pro-racist. Equity is another hot topic in the educational community today. Some define it as equal opportunity for all students but in some cases in practice effectively what is meant is equal outcomes for all students. We all want all students to succeed, but I don't want KCCD to become a district where faculty are forced into grade inflation for some students. So far, I haven't seen evidence that we are moving this way but I don't want that to happen.

The fact that so many people contacted or try to contact Michael Carley about how confidential this survey is tells you how suspicious we are of the DO. Did you know a BC dean sent a faculty file to her own personal email account then forwarded it to higher ups, who then shared it with other faculty? Yet, she is still a dean! That is a ferpa violation! Why the hell should we trust leadership? Seriously. Level of trust could be improved by having deans not fire faculty for no good reason. The left-wing McCarthyism within this district needs to end. We are here to educate not be a wing of the democratic party.

There are so few opportunities and locations to interact with employees socially. I think that once people get to know each other as people, barriers and distrust lessen, and people are willing to see people as human beings. In my opinion, a permanent, dedicated faculty club or employee club (room) would welcome people to hang out from all over campus. The only event that currently does this is BC Bowling, but it's only once a week on a day and time that is not convenient for everyone.

I have worked for KCCD for **(number redacted)** years and have experienced many changes to policies and procedures. When these changes are being shared, the remark made by management and deans is that it's coming from a "higher up," meaning the VP and President. This makes it difficult to determine if these changes intend to serve our students better or if it is a method to micromanage or control employees. When an employee questions the changes or new method of doing something, management or deans will say that the VP is aware of concerns and that employees cannot do anything. Another comment used by management/deans is, "It's in your contract." Contracts are written in a way that leaves too much room for interpretation. And the interpretation is usually subjective to the individual handing down the changes. For example, when counseling faculty were approved for one remote day, the chair stated that the VP stopped that decision, and the VP stated that it was coming from the president. This causes a mistrust of the information that is being shared down the line. Communication is key for building trust among employees.

Bakersfield College: Student Worker

As a student worker that works for KCCD, I believe that students should have access to KCCD workers parking

I have great trust and respect for all the heads of my department (food service)

There is a lot of politics which leads to employees getting frustrated. When departments are making mistakes but the upper management is trying not to make waves with a colleague by holding each other accountable. It all boils down to needing to hold each department to the highest standards possible. We should be encouraged to hold

ourselves and others to the high standards we are capable of achieving through a little bit of hard work and focusing on student success.
Before hiring someone do a full background check before hiring them instead of hiring them then Thier background didn't clear.
I feel that I would have more trust in this institution if they actually did something about professors like **(name redacted)**, whether that be through putting them in a probationary period or only allowing them to teach online classes with supervision.
The level of trust could be improved by having paid community-building activities throughout the semester.
As mentioned above, I do think there needs to be more communication between the different offices and departments. We all need to work together as one to support students and create a welcoming environment for all. That includes staff. With more communication, there would be more understanding and trust between everyone.
Pretty good
Not much that I can think of.
Hire more black people for positions of power
I have not worked long enough to give honest input. So far everyone seems pretty trustworthy and transparent.
I think there should be more effective communication. There is a lack of communication which leads to misunderstandings.
It could be improved by looking into leads and higher ups and making sure there isn't any unprofessional behaviors occurring and eliminating any of the behaviors.
Input and back and forth dialogue. A lot of conversations are one sided. Empathy. Understanding. And sensitivity training so people can know their blindspots and not be so ignorant.
No comment.
Bakersfield College: Temporary Employee
There is very little oversight for the security of temporary employees. Without the support of CSEA, temporary employees have little options to communicate needs or concerns. Their supervisors can dismiss such concerns even if it's to the detriment of consistent and quality student support or strong program functionality. While separate entities, KCCD could provide support for temporary employees to STAY with KCCD instead of leaving.
It would be nice if the school board members who come down and visit the **(department redacted)** offices and introduce themselves and also created an environment where professionalism and respect are a must and also come and ask questions about our program's success. I don't know very many people in the district office, but Sonya Christian, Mr. Watkin, and Zav Dadabhoy have always been very nice and polite. In my opinion they are professional and seem very good hearted.
Leadership taking time to get to know each department, to see how they operate. That way they can hopefully understand our roles and see how we deeply need to have cordial relationships with colleagues to do our jobs more efficiently. Not only that, but to see what we need which falls in hand with facility requests, possible improvements/more supplies for departments. Transparency can be strengthened by showing that leadership cares about everyone's contribution by acknowledging everyone's efforts at the very least and hopefully adding more opportunities to show appreciation. Some examples are staff awards for appreciation, extended lunch breaks, constructive feedback, opportunities to participate in professional development opportunities (regardless of job title), and or giving staff time off. I feel that this will hopefully start increasing retention rate for new employees to show a shift in work culture.
I don't know if it's possible for leaders to be truly transparent or honest when they believe their roles are to rule over others. Leaders treating the workplace like a Game of Thrones kingdom makes this impossible.

In any company and corporation I believe that work ethics is very important.. employees and employers need to follow work ethics and be honest.

I believe that the level of trust between all agents could be improved by creating a supportive environment for staff to grow professionally and personally. There should be updated policies and procedures for every department and clear instructions on how paperwork should be completed and processed. There should also be a further guidance and training for staff that has to step in or temporarily take over an area because of staff transitions. If there is a staff member that has been there the longest does not equate to being properly prepared to lead a department. I believe that we should be receiving as much support as possible to make sure that things run as close to smoothly as possible while looking for a new Program Manager/Director. To further bridge that gap of trust that some employees have would be to include all programs at Bakersfield College and creating a supportive environment for professional experts a growing professional. Transparency in the hiring process and pay would also be helpful as there have been speculation on how hiring is happening when other qualified people have applied to roles where they would be great if given the opportunity but because of someone not liking their personality they are not hired on.

Bakersfield College: No Employee Type Provided

A level of trust is difficult when you leave our exec team in place. The **(job title redacted)** has been dedicated to working in the shadows and using subtle threats. It would need a BC exec team change to change anything because a new president coming in only knows what he heard and if he only hears what his VP's want him to hear nothing will change. We need transparency and loyalty from the exec team and the district. We need them to show up to work as they expect to. We need them to care that we are struggling. Trust can't be done over night and some on the exec team have been here to long to make this place better. The president simply doesn't have the power to change the alliances and prejudices that exist within that team. Trust can be improved by ensuring faculty, managers, and classified aren't punished for being hones. We are told not to communicate with certain people so the flow of information is controlled.

I believe meetings that construe the expectations of management and also open dialogue for staff to express or provide feedback. Humility on both parties' part and a desire to work collaboratively. Meetings to discuss and address any misconceptions or miscommunication. All parties remaining respectful and open to new ways of doing things.

Follow the law, i.e. the first amendment, the 14th amendment, the civil rights act and the education act as well as prop 209. Create a series of mandatory workshops for all faculty, staff, employees admin, and Board of Trustees created by FIRE on the first amendment. The problem is a core group of faculty and admin literally don't believe people have the right to disagree with them and should be fired and destroyed for doing so. Adopt the proposals by Joe Saldivar of Chicago Principles and Kalven Report. Treat students equally, stop providing discriminatory favor to undocumented students. Treat them the same as all students. Being undocumented shouldn't give you carte blanche access to counselors, advisors, priority registrations, etc., other students don't get base on immigration status Clean house of most of your administrators. Fire the following administrators or, if faculty, push them out of admin: **(nine names redacted)** Administration should make an honest, public admission and apology about how certain faculty and administrators weaponized the complaint process in cooperation with local media to destroy the personal and professional reputations of colleagues advocating for free and open inquiry. Investigate the following people for discrimination based on race and/or false accusations of racism: **(five names redacted)** Reverse the current EEOC plan and disband EODAC. The current EEOC plan calls for proportional hiring. How does that differ from quotas, which is illegal at the state and federal level. Embrace MERIT!!!!!! Adopt a culture of empowerment instead of the current ethos of oppression and learned

helplessness. Encourage debate!!! Fund a series of events over the very long term that invite debate, i.e. a presenter and a respondent or an interview type panel where a host asks pressing questions of two guests holding opposing views. Have the Renegade Institute for Liberty organize and do these events. Stop funding partisan activism and entities like South Kern Sol, Building Healthy Communities South Kern, and the Dolores Huerta Foundation. **(name and specific situation redacted)**.

Everyone needs to stop thinking that every request is a personal request. There needs to be a more professional attitude of respect to everyone and not just the administrative staff. If an instructor has a request or concern, they need to be listened to and not treated like they did something wrong. Most requests are not personal, but professional and need to treated as such.

Consistency in hiring practices, being more transparent with HR policies and procedures and ensure everyone is following not making exceptions. Making better efforts in keeping working during regular business hours, working on after hours should be occasional not an expectation especially for managers. Staff and Managers also need to feel supported by the Executive team. There has been past practices where exceptions have been made for students either they know someone, they threaten to go the media, escalated to President's office overruling policies and procedures in placed.

** There is a lack of trust and through the colleges and campus due to the workload and understandings of the state and federal policies. This can be improved if the college and district fostered a safe space in meetings and there were consequences for those who violate the policy for these spaces. In addition, there needs to be something in place for when individuals feel secure in their job and as the expert in their field to address any concerns with the groups or parties involved and others can respect the process. This does not mean the process cannot change but the approach for someone to request for a process to change must be positive and in a professional manner with feedback on why this process should be changes. Who is the process benefiting? ** I think that if there were more transparency and less gossips going back and forth with all levels then individuals would be more willing to work with others in a positive and professional environment. Unfortunately, the most toxic environment in within the college's president's suite, where the administrative assistants discuss personal and confidential information with their groups of "friends" and then this favors the trend of spreading rumors of things that may not be factual. ** There are also issues with rumors of because you are associated with X then you are targeted as a "bad person" and nobody respects you or you will not be promoted for any future opportunities. If there was a strict policy for no gossip or spreading rumors, then the colleges nor district would feel like the environment/culture was positive and professional. In which, the staff and administrators love to come to work and fulfill their passion of helping students. ** There are too many hidden agendas and depending on who you work under, it creates so much animosity between department, and sometime between staff or administrators. I think that if all higher level admin and brought together with middle managers and there was messaging that we are here to work together and support our college for the community and students we serve, that we need to remove any personal bias and hidden agenda or vendettas to do the job we are hired for, then maybe we can start in the right direction with the new president.

Knowing what others are up to would be a good start. We all work on islands, it seems.

Cerro Coso Community College: Adjunct Faculty

No specific examples. But support of faculty and adjunct faculty doesn't seem very strong. Admin has too much say in hours etc.

I do not see any need to say. Thank you.

There seems to be sufficient provision for bottom up communication and feedback via the union and departmental meetings.

Communication is good; by administration and within department by chair.

I don't have a clear answer or concern regarding this question.

Having just attended a meeting where progress was discussed in a particular division, I found it refreshing that metrics, demographics and planning was shared.

Cerro Coso Community College included Lake Isabella, Ridgecrest and Tehachapi have very good community, so there is no need to be improved.

More opportunities for communication

Improving trust and transparency requires open communication, collaboration, training and development, accountability, relationship-building, and clear expectations. Organizations that create a trust and transparency culture can foster a positive work environment and improve overall performance.

Cerro Coso Community College: Classified

Institutionally, we have a fairly-decent culture. Across the entire District, there needs to be a better sense that the DO is there for all of us, not just to serve/further the interests of Bakersfield College. There should also be consistency in the application of human resources and business services policies, such that they are no longer as lenient on Bakersfield College as they have been.

I would like to know what College Council and other high-level committees are discussing before they start to discuss it. I have learned from my boss that some group of admins are talking about moving offices around and such, but I haven't heard the details. Despite having classified on these committees, we never quite get the details, just a one or two sentence report sometimes months later. It doesn't help that many of us cannot make the time to attend meetings either due to workload or to prior commitments. Our classified reps do their best, but they are busy and have so much else to do.

I think that monthly team meetings between departments could help foster understanding. In order to offer cohesive support for the students, the staff needs to know what other departments are doing. Being collaborative together would help promote a unity among the employees. I would also suggest all-staff meetings separate from the convening where staff can develop relationships with other employees.

In general, the relationship with the district is tense at best from a classified point of view. Trust in administration has a few weak links where transparency could be improved. While I am happy to have the supervisor I do now, their predecessor was a hindrance to my growth as an employee and had next to know understanding of my job operations. While this situation was rectified for me, others are still facing incompetence at high levels of administration. What's most disheartening is when administrator value their own positions and salaries higher than the well-being of their employees. Having a supervisor or administrator that essentially acts as a puppet for district authority does not promote transparency or trust. Administrators feeling like they can't go to bat for the sake of their employees is unacceptable. Presently, the district seems content with paying and treating classified staff as the bare minimum, leading to staffing issues across a majority of our campuses.

My trust in KCCD with regards to employee absence and accrual time is nonexistent. A comprehensive district audit of employee absences alongside an audit of accrual time is needed. Numerous errors have been identified across multiple employees, leading to both duplication of absences and inaccurate absence recordings. Additionally, delays in posting absences have resulted in employees missing accrued time that they are owed. While some employees have been able to rectify these errors by diligently tracking and verifying their absences and accruals, many others remain unaware of the discrepancies affecting them. Perhaps what is needed is a new system which prevents duplications and allows all employees to view each area of employee sick/vacation/accrual in detail.

Trust breakdown happens when employees do not do their jobs, employees call out of work constantly, complain, and gossip. This puts a strain on the workload and how each

employee views one another and it causes division in the departments. The environment on campus is worse than high school drama. I hear a lot of, "It's not my job". Whether people feel they are working out of their classification, being overworked and underpaid, or simply just not doing their job. There is a fine line between doing what you are paid to do and "going above and beyond", which is a non-compensated expectation in itself. It is a catch 22 but the expectations should be clearly laid out. Because how does one get promoted? Is it who you are friends with? Is it because you have a personal relationship with the boss? Is it because of qualifications? Is it because you go above and beyond your job and therefore you are rewarded for it? Either way, the dissatisfaction is there. I think the employee union protects underperforming employees, and we know that underperforming employees bring morale and trust to an extremely low level. There is a tenured counselor who has gone above and beyond to make this place completely miserable for everyone encountering them. Has anything been done? No. It is to the point now where employees should have the option to work remotely to avoid working with this person. The negative impact has folks reevaluating their careers here at the college. So good people leave because of the bad ones. The morale overall is extremely low. Working relationships are severed and have been for a while. The desire to come to work is not there. More and more people are taking mental health days. It is due to micromanaging, lack of support from management, problem employees not being handled, etc.

If there are changes in departments, (i.e. HR managers get a raise/promotion to become an HR Director without them having to apply for it like every other employee) then it needs to be publicized and well-known among ALL employees so there are no rumors/lack on info being translated. Protocols and procedures need to be communicated to ALL colleges in the district. The lack of communication does not help the level of trust at all. To focus on more of a college level, at Cerro Coso there have been lots of management changes. Much of the institutional knowledge has left with retired employees. There needs to be a protocol in place to help this improve process. Maybe we could have an "all staff" collaboration meeting/convening for all colleges? That would help get everyone on the same page? or be steps in the right direction. Personally, I still love the idea of my job and the fundamental aspects of it, there are just employment politics that get in the way. Despite all these comments, I am feeling hopeful and optimistic about what the future may hold with Dr. Bloomberg as the Chancellor.

Clear Communication Channels: Establish clear lines of communication between different levels of the organization. This could include regular meetings, open-door policies, and accessible communication platforms. Transparency in Decision-Making: Involve employees in decision-making processes whenever possible. When employees feel their input is valued and considered, it fosters a sense of trust and ownership. Consistent and Honest Communication: Be transparent about the organization's goals, challenges, and performance. Avoid withholding information or sugar-coating issues, as this can erode trust over time. Training and Development: Invest in training programs that focus on building trust, effective communication, and conflict resolution skills. When employees feel equipped to handle challenging situations, they are more likely to trust their colleagues and superiors. Establishing Accountability: Clearly define roles, responsibilities, and expectations for each employee. Hold individuals accountable for their actions and ensure fairness in the enforcement of policies and procedures. Encouraging Collaboration: Create opportunities for cross-departmental collaboration and teamwork. When employees work together towards common goals, it fosters trust and mutual respect. Leadership Transparency: Lead by example by demonstrating transparency and accountability in leadership actions. When leaders are transparent, it sets a positive tone for the rest of the organization. Feedback Mechanisms: Establish

feedback mechanisms where employees can provide input anonymously if necessary. Act on feedback received to demonstrate a commitment to improvement and transparency.
Communication, communication, communication. I cannot express this enough. The more communication is passed on and ideas shared, the higher levels of transparency we will have. These practices also are conducive to developing stronger working relationships where ideas are welcomed that work towards developing higher efficiency in our delivering of services.
More direct communication from administration to classified staff would be helpful. The academic senate often gets information about college plans, policies, and implemented changes, while classified staff is often left out of that loop. From personal experience, adjuncts receive more informative messages from administration than classified employees do. Most of these emails are not directly related to instruction, so it is unclear why cc_classified is not included by default. Classified staff need (and want!) to be informed, especially about things that affect the student population and the college as a whole, so that we can better help our students.
Classified staff at CC are a strong knit group. For the most part I think the Classified staff feel supported by the Execs and most managers. Communication from the top down is still problematic in some areas. I think there is currently a significant feeling of distrust for the DO. This can be improved by DO HR being audited of their practices, and explanations as to why JAQ's are constantly denied. More frequent department/college meetings to know what is going on and allow for collaboration.
Diversifying the leadership structure of the school will make a positive impact. Progress is hindered by having one director who calls all the shots, and a team of classified staff with opinions that do not matter. The directors are obviously overworked too, so adding in departmental managers will spread the load and provide more career advancement opportunities. Having more face-to-face time with managers will increase transparency and trust. It's difficult to trust someone that you never see or speak to. As it stands, it seems that management makes the decisions that will take the least amount of effort because their time is limited. They prioritize paperwork etc. over employee and student experiences. Obviously, I understand the importance of these clerical things, especially in relation to accreditation and compliance. However, it is preventing other important things from having appropriate care and attention given to it. For example, in the years I've worked here, I have never received an employee evaluation. My supervisor never has time because their deadlines must take priority over employee development. Having more leadership would also allow for more time for transparency or explanation. This does a disservice to all. As it is right now, the Cerro Coso atmosphere is so strained and negative, it is difficult to think of bigger picture, interdistrict collaboration and collaboration.
more team meetings
I think the hiring process should be completely outsourced or completely done by the district. I do not trust that the best candidate is always chosen, I believe its whoever has the most personal connections.
I believe transparency is crucial to build trust and that those in leadership do what they say they are going to do and do it within what contracts, education code, and board policy outline. I believe placing our mission statement on the forefront and remembering and acting out showing the importance of coming together for our students rather than our own personal gains.
I have zero trust when it comes to sick vacation, and accrued time. As stated under employee well-being, the processing of our sick and vacation time, as well as accrued time, needs to be evaluated and an audit is likely necessary. An efficient system for submitting, recording, and processing employee absences, as well as time accrued is crucial. There should be software in place that prevents duplication. There should also be software in place that allows for quick and efficient reporting and recording of absences.

How many employees have missed out on accrued time? How many have had time processed in error? If there were an easily accessed record, reflecting all denials and acceptances of budget requests, one which shows the departments and locations being approved or denied, it would be straightforward to see whether certain locations face more frequent denials than others. If the same locations are consistently denied, or budgets reduced from the original requests, then KCCD should require an explanation from the college. This record should also reflect details on the use of "supporting all college locations" when a budget request is made and approved – how much is designated to "support" these locations, were the locations supported with the approval and if so, how.
As I mentioned above, I believe more leadership training should be made more readily available and encouraged. This should not only be for individuals already in positions of leadership. All staff should be trained on how to work collaboratively and how to foster a strong team environment in order to ensure those individuals, when they are hopefully promoted into a managerial role, already have the skills and mindset to lead.
By clear communication - that is the number one component of transparency. There are a lot of communication issues in this college. And ask for employee input. I was very excited about the opportunity for this survey, and would like to have more avenues where I can provide feedback in a way that is constructive, while also being protected by being anonymous.
I am not sure if there is a way to improve on this.
I feel I can trust my boss and coworkers. I have noticed this is not the same in all departments, in which some people have a crappy boss, and their work environment doesn't support a trusting environment. This is mainly due to the boss's own insecurities or others, causing them to act untrusting towards their employees.
I think that there is still a feeling that the management is greater and their lives are more valued over the classified staff. Classified are being paid less than several other less skilled jobs around town. Management is getting raises and classified get their COLA every three or four years only after a serious battle by the union. You want to strengthen the trust and relations with classified, be transparent, be honest, and work for them cause they are bending backwards for the college and are just getting a pat on the head.
Having more collaborative activities, events, or leadership workshops could potentially support our trust in each other and upper management. Funding for retreats for different departments could also support transparency.
I think the level of trust between the various groups are based on a strong relationship. I believe the chain of command is efficient.
I find it disrespectful to when small groups of individuals are having conversations in front of others and whispering so as not to be heard by others present. Whatever those conversations may be, those type of conversations should be consciously excluded from any work environment. It makes me feel like leaving the room so those conversations can be completed without me being present. However, those people having those conversations should be (at least with their education level) conscious that they don't get anything positive from having a "quiet, private" conversation in front of others. TAKE IT OUTSIDE!!!
I believe that the level of trust among our own staff is pretty good. In some cases situations with district office employees have become difficult to maintain. However, this is not that case for everyone here simply my own experiences. I think having clear guidelines for how to set rules when new topics come up such as work from home, travel for healthcare, etc would be helpful rather then getting multiple different answers.
Communication. As in all relationships. However, I am lazy sometimes, so I don't want to read very technical reports about what specific departments are doing. I want some kind of easy digest, like the CC Connection, or the Coyote Howler, that really showcases the

efforts of all departments. I want faces with names in the captions. I want to learn who my neighbors are, even if I haven't met them yet because they work across the campus or even on another campus. If it's mundane, it won't go in the Howler, sure, but I still love knowing the highlights -- maybe in department-specific single-page newsletters. Humanize the college, because it's easier to trust people if we know them better.

Please see my comments in the previous question. Every employee is part of some group or other - often more than one - that is pitted against another whether intentionally or not. It happens and it creates distrust.

Respect to one another regardless of culture brings harmony and peace between employees, groups, colleges and the district offices could be improved or transparency strengthened.

Sometimes it feels that the district office doesn't really know what it's doing. HR feels very offputting and not educated in the subject. Overall most don't trust them.

Cerro Coso Community College: Confidential/Management

One way a level of trust could be improved or strengthened is having positions that are at the colleges work at the district office (i.e. they have an office at the district office but are supervised by administration at their college, not by district administration). This will allow for those individuals to be present, involved and apart of the district office/environment, yet still connected with their college so that report outs and trusted information can flow to those colleges.

In order for the level of trust to be improved, there needs to be the same expectations for all employees, colleges, and employee groups. This includes transparency of what is expected with support of how to get there. High expectations with high support.

Its Bakersfield College, the District Office, then everyone else. We do not matter in the grand scheme of things. The district is trying to make all three schools follow all the same guidelines. The Colleges are vastly different, with entirely different student populations, and degree paths. All the Classified staff and Managers know that we do not have a voice on providing feedback on policy and procedures. Faculty hold their own, which is a plus. Take College Safety, BC is taking the lead on everything and it all stops at **(name redacted)**, who is horrible at his job and is a yes man that just tells you what you want and never does anything. So instead of moving forward on anything in a timely manor at PC or CC, we wait over a year on BC to make a decision. CC employees go to PC, DO, and BC, and the managers are always buying lunch for meetings with General fund. I was completely takin off guard how causal the HR department at DO just ordered lunch for everyone at the meeting. I am a manager, I can afford lunch, and would rather you put that money towards my **(department redacted)** employees that are making $10-15 an hour less then their Union counter parts that get benefits. Meetings and board meetings: Do y'all know CC exists, because I do not think any of the Vice Chancellors visit the CC campuses. The board does everything in their power to not come to Ridgecrest. Everyone see's it. **(Rumor with identifying information redacted)** Is this true, I have no idea, but that is what my Classified staff are pissed about. That's there pay raise out the door because a Director got his personal feelings caught into their day job is what they think.

Again, for the most part, I am very satisfied with the the level of trust between my co-workers and after having discovered early on the two or three wherein I feel friction, I have learned to handle my relationships with them a bit guarded and protected.

There is limited interaction between some of the groups. Transparency could be improved by more general communication regarding department happenings.

Consultation and communication. Having a clear district-level decision-making document that people can refer to and be held accountable to.

There really needs to be consistent effort to build trust through transparent communication. If feedback is requested, it should be considered, and if not considered, a more in-depth explanation of reasoning would be appropriate when the feedback is

from the campuses as a whole. Past behaviors have led to a perception of backroom deals and promotions based more on allegiances than perceived abilities. While our connection to the California Community Colleges Chancellor's Office is benefit for Kern CCD, it should benefit our district more than it benefits the Chancellor's Office; I would argue the relationship has been out of balance.

1. Follow the processes we have as a district that the colleges are always expected to adhere to. There are many examples where the district just makes something happen outside of process- hiring positions, elevating positions, creating new positions are the most recent egregious examples. However, this is not a new thing. Under different Chancellors there has sometimes been more, sometimes less of this, but it has long been a complaint of the colleges. 2. Intentionally consider the needs of the campuses at the front-end of district planning. There is a tiny window for input AFTER the AURs have been developed. Even so, the colleges take the time to provide genuine input that rarely ever changes anything or shows up in the final document. 3. Complete the Budget Allocation Model that was started years ago now and implement. One of the last pieces was to establish a baseline budget for the district that they would have to live within or ask for justified augmentations through the annual planning cycle. This has yet to be done and we have seen seemingly unfettered increases in the district budget in the last several years. 4. Get training for the district managers who need it on strategic planning, resource allocation and project management. 5.Start demonstrating a cultural shift to the understanding that the role of the district is to support the work of the college in educating students, moving them through to completion and helping them to establish a career/connect to employment. This is not the current culture or behavior of a number of units at the district. 6. Hold units accountable for documenting processes, practices and timelines where there aren't currently so we can plan ahead, prepare and systematize annual cycles. Often times there is very little communication and things come up with very little time to respond, which derails the work and planning on the campuses. It feels like everything is very reactive at KCCD, instead of being systematic and proactive. 7. Audit the staffing of some units, like IT, to look at how it is staffed, what work is assigned to what positions, look for efficiencies and come to a better balance of positions providing direct support to the campuses. IT is not the only example, but it currently the most extreme in my opinion. On the other side, a unit like IR could use an audit to determine if staffing is currently sufficient to support the campuses. Both IT and IR are critical to supporting our efforts to make continuous improvement in meeting the needs of students, removing barriers and improving student achievement outcomes.

Cerro Coso Community College: Full-time Faculty

The trust has decreased over the last year since previous Chancellor **(name redacted)** left and many other positions where vacated. Another issue is the increase in positions of which we see no value from a college aspect as it has not helped us grow or improve services. Bringing individuals into positions of which they are not qualified or have very little experience.

Work to train ineffective supervisors. Better communication about district office decisions which impact individual campuses...like the HR restructuring - it wasn't clear how salary savings would be realized by upgrading the position descriptions.

There are some ways which might help the leadership at ESCC Bishop/Mammoth Lakes for example encourage feedback from both classified staff and faculty. Also, leaders should lead by example and should demonstrate some transparency in their own actions instead of being the one gossiping about everybody. Because then transparency can be harmful when it leads to the disclosure of confidential information. Here at ESCC Bishop/Mammoth Lakes, I believe its happening all the time because most of the time Everybody knows everybody's business which harms employees reputation and create anxiety and fear.

I think that we need to re-look at the practice of keeping tenured faculty members who would be a better fit outside of our district. Especially considering the fact that the Mode A process was affected by the pandemic, and we did not have as much opportunity for evaluation of certain faculty members.
How requiring that hiring committees are formed by individuals from outside the hiring college? That would limit the despotic practice of placing their (admin's) friends in hiring committees so that their other friends get hired. How about actually investigating complaints instead of passing the buck from one admin to another that owes a favor or is friends of the individual that should be investigated? The current practice is: you complain, the friend and best buddy of the individual you complained about gets to oversee the investigation, everything comes back as being fine, gets certified by HR who is on admin's side and who owes them their position, and that was that. Why don't you run objective and TRANSPARENT investigations by outside parties from the onset? Trust: Interview all people of color and guarantee anonymity and you will see how they feel that they experience racism, discrimination, and harassment & actually DO something about it. Run a survey on how many employees have been persecuted and harassed by administrators because they voiced concerns or filed complaints- actually do something to about it: hold objective and transparent investigations by individuals not influenced by other admin, hold individuals accountable, and live up to your district claims of equity and fair employment.
Clearer communication about our institutions priorities. It seems a lot of what we focus on these days deals more with district or state initiatives and less about our institution, like focusing on the chasm that has shaped between instruction and student services (likely not a single college issue).
Communication, collaboration, and uphold values. We hear one thing, then the DO does something different.
The district is not very transparent about the inner workings of departments. We should be able to work together.
The District Office is too heavy on administration, and they don't work well with the colleges. Ignoring requests, not listening, doing what they want. I heard an administrator say the other day we could set our own prices for our facilities usage. That is board policy. No trust between the District Office and college. None. No real accountability for the district office.
Remove or transfer **(job titles redacted)** at Cero Coso. Stop hiring additional management at the college until we actually have the enrollment growth to support it. We are at almost one full-time admin/manager for every 3 faculty. That's insane!
The district-wide consultative process needs to be improved both to ensure transparency of decision making (such as DO reorganization) but also to ensure that consultation is actually happening. There has been a habit in past years of trying to rush items through DCC to adhere to BOT schedules or other undisclosed motivations, which has hindered the consultative process. There is an assumption that constituent representatives on DCC speak for their bodies, but that is not in alignment with the concept of consultation. The idea behind consultation is that representatives must have the opportunity to share proposals with their constituency groups, gain necessary feedback, and bring that back to the DCC body of a whole. There is often a feeling that everything must be rushed through DCC as a sort of formality before being brought to the BOT rather than a robust consultative process founded on open dialogue and ample time for consultation. While there may occasionally be pressing issues that require fast movement, this should be the exception not the norm. Major changes and decisions by the Chancellor need to be shared with the district-wide community in an active and transparent way. In the past, decisions or changes were often only known after they had already happened and with no formal communication with the entire district. New positions or proposed reorganizations at the DO should not just be shared with the colleges, but the rationale

behind such changes or positions and the demonstrated benefits that these will provide to the colleges must also be made apparent. The DO needs to have a transparent budgeting system. Any request for additional resources should also have a transparent process. Adopting a ranking system or another objective method of evaluation for proposed resource requests would help improve transparency. Outside of resource requests in DO AURs, there is no apparent decision making process for what gets approved and what doesn't or the rationale behind those decisions.

Better, more consistent communication from the top down. Timely posting of division plans. Transparency regarding categorical fund availability and the budgeting, in general. Elimination of student parking. Release of district reserves currently being hoarded. Relying on faculty and chair expertise and student need in matters of scheduling non-instructional departments' coverage and programming. Pay raises for classified staff.

One way would be for District Consultation Council to actually be a consultative body.

More activities or events that foster face-to-face interactions between personnel at the colleges and the district would offer more opportunities for meaningful interaction, which helps establish trust. Creating new activities and events for this purpose is one option; however, it might be possible to change the formats of existing meetings or touchpoints between the district and the colleges so that they involve more face-to-face exchanges.

I think that each department/unit also needs to administer their own effectiveness and climate survey. This may allow for things to be addressed on a granular level and address true issues specific to that department. Until we specifically focus on the issues our own units/departments, trust and transparency does not seem like it could be strengthened. Additionally, for some departments, I think that having regularly scheduled meetings or some other regularly scheduled opportunity to offer feedback, ask questions, and work through concerns/issues, open dialogue could be helpful. Meetings should allow for open forum and some form or level of conversation about issues not just be "trainings/updates." Also staff roles should be clear and understood by all within the department.

There first needs to be a level of transparency so one can be strengthened. This will then lead to a level of trust. The fact that I am hesitant to complete this survey should inform you of the level of trust with the college/district. The level of trust can be improved when things are presented from the beginning of the development stages. When all parties are asked for their input and truly are considered. If input does not align with the task/goal at hand it is presented to all for an opportunity for discussion (if applicable). No silo responses/treatment/behaviors and no gaslighting responses/treatment/behaviors will improve the level of trust. Accountability on all will improve the level of trust. The culture and mindset of "good old boy club" needs to stop. The you are either "in" or "out" approach needs to stop. This will begin to build a level of trust.

Following the contracts and clarifying language with bargaining units when there is a doubt.

Cerro Coso Community College: Student Worker

I am not sure.

This can be improved by being honest amongst one another. Aiming for transparency and integrity. Not lying for ones personal gain. Not gossip about others.

Show us where the money comes and where the money goes in a clear, accessible, simple to use location.

I do not have any suggestions in this area.

I think things couldn't be any better!

Cerro Coso Community College: No Employee Type Provided

I would like to see people solve their issues/concerns at the lowest possible level and do so in a professional manner. Not everything is a personal attack that needs to be elevated immediately to HR, senates, unions, and upper administration.

District Office: Classified

Trust can never be dictated, which makes it one of the trickier things being asked. The best way to build trust though is through collaboration and open communication. I see this trust being built most when the person above is a leader, not just a manager.

When new administrator positions are created, it would improve the support of that position and if all personnel were told why the position is even needed. The thought amongst most is that when administrators are not "working out" they simply get moved to a better and increased salaried position. Procedural moves should be reported and requested through an approval process similar to placing an IT ticket. Who approves moves and why is the move being requested and how does it benefit the organization overall. It is an overall impression that nothing here is remotely considered permanent.

Hiring and promotion practices need to be more transparent. There are real inequities across the district and nothing is done to change the practices/increase the pay of those individuals (men and women of color; women, in general) who are paid a lot less for the same work even when they have more work-related experience and years of education. It is unclear who is responsible for addressing the inequities that exist. We get mixed messages from HR, our supervisors and the union.

Communication.

Transparency should always be one of our guiding principals. Following through on a more distributed leadership model of management tends to favor transparency. When people are empowered to come up with solutions and drive their own work, that usually isn't possible without intentional transparency. When we're siloed, it's not uncommon for employees to view leadership decisions as favoring some strategically planned bottom line as opposed to viewing the decisions as supporting students or employees. Over the last many years, many employees seem to feel more and more that they are distanced from leadership decisions. Trust begins with two core tenants: (1) creating safe places for open and diverse communication and (2) delivering on outcomes. Employees MUST be involved in decision making processes, but they must also be able to see that the decision making process has resulted in real, tangible action. A secondary way to build trust is through coming to a consensus on why we do the work that we do. EVERYTHING we do should be focused on "students first". But how many employees understand what that means? How many employees understand how to accomplish outcomes based on the idea of "students first"? We cannot just assume that everyone understands what "students first" means or what it means to align our performance with the pillars that support that.

Important leaders just hire and promote the people they like, like the two Assistant Vice Chancellors, even though our teams don't agree with their promotion or support their character or leadership. It feels like it is a culture of nepotism.

To address these challenges and foster a culture of trust, innovation, and collaboration, I propose a shift towards principles embodied in the 7 Habits framework. This includes prioritizing empathetic communication to truly understand the aspirations and concerns of our employees and community (Habit 5: Seek First to Understand, Then to Be Understood), encouraging cooperative efforts over isolated tasks (Habit 6: Synergize), and aligning our strategic planning with the collective vision and goals of KCCD (Habit 2: Begin with the End in Mind). By adopting this approach, we can work towards rebuilding trust within the community and creating a vibrant, collaborative environment that reflects our shared commitment to the well-being and success of our institution. I am eager to contribute to this positive change and believe that through a united effort, we can steer KCCD towards a future marked by meaningful progress and fulfillment for all stakeholders. In what ways do you think the level of trust (between employees, groups,

colleges, colleges and the district office, etc.) could be improved or transparency strengthened.

trust between groups could strengthen if we are able to make changes to processes and procedures rather than continue on with "thats how its always been".

- former Chancellor Christian did a good job of sending out a lot of communication through email newsletters and her blog & social media, celebrating wins and creating a positive narrative for work being done all across the colleges/county; resuming that level of communication would build trust & transparency - suggestion 1: monthly or quarterly town halls for employees to approach leadership for questions, issues; address the internal function of the DO/colleges (increased opportunities for bottom-up instead of top-down communication; top-down tends to be the norm here for interactions with administration). We get these anonymous surveys every once in a while but there are not many opportunities for low-stakes dialogue. - suggestion 2: more opportunities for employees in different departments/initiatives to engage with each other outside of the handful of holiday parties we do. Other places I've worked, HR has had more of a mandate (and resources) to create team building opportunities for all the departments to do some kind of activity together, with structured culture-building work alongside some fun elements (ex: games, prizes, art, puzzles, some kind of community-based activity like a tour or a scavenger hunt, having live music in the afternoon after a morning of brainstorming, things like that). Typically here we are mostly eating food and/or listening to presentations from admin. If there are opportunities for feedback, it feels very high-stakes, ie raising a problem in front of multiple departments during the Q&A section at the end of a presentation from an administrator. Not many people are going to be forthcoming in this situation. It almost feels like the whole district functions the same way as a classroom, where administrators are teachers, communicating out and down, and employees are all flattened to the level of students, meant to absorb what they are told. Also, just going from past experiences in other workplaces, HR events have been more formalized, ie your supervisor attends the event as your team leader and makes sure to give you the time out of your workday (vs KCCD where people can go or not based on if they will have time that day - often we can't, because we are too busy - and often supervisors are overscheduled/not in attendance.)

It's essential to listen to employees' feedback. Over the years, certain managers have faced multiple complaints that have been ignored. Moreover, there have been instances where upper management breached confidentiality by disclosing who made the complaints. This breach of trust has led to a lack of confidence between departments. When you observe departmental isolation, take proactive steps to understand the reasons behind it. Create an environment where employees feel comfortable sharing their concerns and ensure that action is taken where necessary. If no action can be taken, be transparent about why to prevent employees from feeling stressed while awaiting a response.

I think this goes back to communication, but also clear workflows that all parties are aware of. In my time here, I've found some documentation that covers most processes, but not all. I feel like if we documented our standard operating procedures, all parties would benefit. Not only would it help inform the requester who to reach out to, the required information, and detail the full process they will be going through, but it will also assist the individual assigned to that task as they have all information they need to complete the process at first submission, but this could also help answer any basic questions for said requester. This can leave the assigned individual more time to focus and complete the task. I know this request is a very large-scale request that might not work for all processes within our district, but I see benefits in standardizing and documenting some common processes. This would also work towards resolving that "silo" issue I previously mentioned as it would allow others to assist with processes that might have previously been handled by specific individuals.

Have a "Birds of a Feather" lunch or breakfast, and have people from different departments or colleges sit at pre-arranged seating. During the meeting have ice breaker questions and also various questions that will encourage people at the tables to talk and discuss questions at the table with the main purpose of getting to know each other. The questions could be in the format of: here is a problem, and talk among each other and discuss how you would solve the problem. Or it could be be, share with your group what was the most difficult problem you had to deal with and how you came up with a solution.
I don't think there are any rules and/or policies that will improve trust; employees need to feel safe and comfortable to make themselves vulnerable. Its hard admin when a mistake has been made or to expose weakness on one's areas of responsibility. people tend to hold that stuff close to their chest. In my opinion, trust is developed and earned over a period of time working with good strong teams. Everyone is different and learns and earns at their own pace. Lots of patience and good leadership is required.
District departments and campuses often start projects without involving all stakeholders, and then when it's time to implement the details, the principle workers are brought on board. It can slow things down. Not a huge deal though, but I had to think of at least one thing. I love this place.
Communication goes a long way, answer that email with those questions in a timely manner
I think you almost need to bring people together to help develop, foster, and improve transparency. The newsletter is a great source of information to communicate out, but how do you expand that to illicit topics of interest from those within the district? Does it matter? I think so, especially if you want to engage others.
Communication and expectations across the district need to be clear.
The level of trust can be improved by bringing remote work back. It does not have to be the ability to only work remotely. It could be the occasional need to stay home because of an appointment or a sick child.
Level of trust - do what you say you're going to do. Be willing to help employees if needed even if it's not in the job description.
Improving Trust: • Implement more frequent and open communication channels between management and staff to build trust and ensure that everyone is aligned with the district's goals. • Create cross-college committees or task forces that work on district-wide challenges, promoting a sense of unity and shared purpose. Strengthening Transparency: • Regular updates from the chancellor and other leaders about ongoing initiatives and strategic decisions. • Open forums where employees can ask questions and receive honest answers from leadership, helping to demystify decision-making processes. • Lack of transparency in terms of what is "broken" and needs to be fixed, and no transparent plan to address these issues.
Get rid of problem employees(including bosses), who pose problems to their work output as well as to other employees, quickly. That is the single most important factor in maintaining trust and well being of the entire workforce.
To address these challenges and foster a more supportive and collaborative environment, it may be beneficial for KCCD to prioritize the following: 1. Encouraging open communication and breaking down silos between different parts of the organization. 2. Clarifying communication protocols and ensuring that policies are consistently followed and enforced. 3. Providing adequate support and guidance for new employees through mentorship programs or comprehensive onboarding processes. 4. Cultivating a culture of respect and appreciation for all employees, regardless of their role or status within the organization. 5. Implementing mechanisms for employees to provide feedback and address concerns without fear of retaliation. 6. Prioritizing employee well-being through initiatives such as stress management programs, professional development 7.

opportunities, and support networks. By addressing these issues, KCCD can create a more inclusive, collaborative, and supportive environment that fosters innovation and employee well-being.

1. Clear Communication Channels: Improve clear and accessible channels for communication at all levels of the district. This could include regular team meetings, open-door policies for managers, and platforms for anonymous feedback to encourage candid communication. 2. Transparency in Decision-Making: Involve employees in the decision-making process whenever possible. Providing insights into the rationale behind decisions, even if they are unpopular, can build trust and understanding among team members. 3. Consistent and Timely Updates: Keep employees informed about relevant developments within the district. Regular updates on projects, goals, and changes in policies or procedures help prevent rumors and speculation, fostering trust through transparency. 4. Embracing a District-Wide Vision: Certain aspects within each college operate independently, emphasizing the need for efforts under a cohesive district-wide vision. By establishing a shared vision, we can streamline operations, enhance collaboration, and maximize our collective impact. 5. Encourage Feedback and Collaboration: Improve opportunities for employees to voice their opinions, concerns, and ideas. Encouraging collaboration and active participation fosters a sense of ownership and investment in the district's success. 6. Conflict Resolution Procedures: Improve on fair and transparent procedures for resolving conflicts and addressing grievances. Employees should feel confident that their concerns will be taken seriously and addressed in a timely and impartial manner. 7. Celebrate Transparency: Celebrate instances where transparency leads to positive outcomes, such as increased trust, improved teamwork, and better decision-making. Highlighting these successes reinforces the importance of transparency as a core value within the district. We have departments within KCCD that already excel in these areas, I just feel there's room for improvement in some.

In other colleges/district I've worked in, before a new term begins, the college/district would have a organizational wide professional development day. I work at the district, I please know that I am unsure if this practice occurs at each individual college. In any case, during this PD days (conducted via Zoom), area and unit leads would provide updates essential to the org and welcome discussion on the topics delivered. Thereafter, all that were interested, like those leading support services and professors, would host sessions they were passionate about and everyone else would attend these sessions. This was a lot of fun! I would get the opportunity to join session by those I would never typically interact with and develop some rapport with them under this guise of collaborative PD. It was great!

Processes & Guidelines are set in place to keep compliance and should be adhered to. Somehow it was not enforced previously, maybe due to lack of succession plan, insisting on how it was not done previously and how its "always been" or even going to top management to gain approval to bypass the process affects the trust to work together collectively. There should be consistency in practice and enforcing the correct process and procedure.

District Office: Confidential/Management

We should meet and communicate as a Community College system with 3 divisions, not 3 distinct and separate colleges with a District structure that is perceived as an obstacle by the colleges.

Enhancing trust can be achieved by refraining from making decisions on behalf of the college; instead, colleges should consistently be included in the decision-making process before any determinations are finalized. Additionally, every once in a while, the district can host a luncheon for the three colleges to show appreciation. They don't see the district as their partner, they view us as the enemy or like a cop.

Concerted effort and explicit expectation from leadership for positive inter district / college group functioning. Solve existing actual problems and do not tolerate unprofessional behavior.

-Tasking and assigned projects should be issued in writing along with a detailed description of expectations. -Directions from an administrator should come from the that administrator or an immediate supervisor and not issued by a colleague or peer. This sets up miscommunication or shows favoritism within departments. -Conversations with management that include talk of firing or demoting someone should never happen one-on-one and should require at least one third-party, non-department manager be present.

KCCD is the most supportive community college system that I have worked in during my career. I believe that the vast majority of people here are invested in our mission and goals. I think continuing to have opportunities to get to know each other while we navigate having some employees and members working remotely. Let's make sure that we stay innovative, engaged, and supportive while we navigate the changes in the new world of work, which is what we are preparing our students for. Let's model what we are preparing our students for.

Trust can only be earned. Listen to what is happening on the campuses and act accordingly. If an initiative is not working at the highest level, listen to those who are in the weeds and let them be part of finding a solution that works for all involved.

The level of trust over the years has diminished tremendously. Initiating regular meetings and updates to maintain transparency would be helpful. As an employee, we hear everything through the "grapevine" so to say. We are left not knowing if it is true or not, which then leads to more gossip and a feeling of anxiety for fear of the unknown.

Follow up on ALL issues in a timely matter in accordance with all policies and procedures. Better decisions that are in the best interest of the students we serve.

The treatment as mentioned above should be reviewed. This inequity causes tension and misunderstanding among the colleges. I believe that remote work should also be considered for all levels. Some areas are allowed to work remotely and others are not allowed. This causes issues among the colleges and the DO.

Invest in professional development for all employees with a specific focus on trust building. Develop a training plan/path for all managers that creates alignment around they type of culture and employee engagement practices we want to build and be proud of at KCCD. Perhaps bring in an outside expert to conduct a KCCD wide employee engagement survey and then advise KCCD to act accordingly on the results from this type of survey.

Identify campus leads for district projects to facilitate direct communication and collaboration (eliminates miscommunication and ultimately gives ownership to team members) but ensure they are providing updates to full teams at district and college levels.

I'm honestly not sure but would definitely hope that the trust can be improved. Distrust makes it difficult to work effectively.

District Office: No Employee Type Provided

By the current Chancellor getting the former Chancellors out of the decision making process or informing the process at KCCD and its colleges. By making professional development truly available and supported for all employees. Management should do better by the people they supervise. The skills gap should not be overlooked. There should be no fear in the betterment of our employees. Management needs to set better examples in order for support staff to understand and respect our policies and procedures, and to follow processes that have been set in place to keep us safe, compliant, accountable, and effective throughout our organization. Retaliation against employees by management, faculty, and staff has to stop. HR should be a safe space for people to properly address their concerns and issues confidentially and without fear of retaliation. Same goes for all management positions. People should trust us to do the

right think by them. Stop having important conversations that apply to all in a vacuum. The lack of transparency breeds mistrust. Let the people and encourage them to come directly to you if they feel they cannot talk to their team and or a supervisor. You can diplomatically ensure proper reporting protocols are followed but provide safe space for issues to be addressed, new ideas to be considered, solutions to be developed, and repair beliefs in our communities.

The organizational culture at the highest levels is marked by divisions and decisions that adversely impact those of us lower down in the hierarchy. There's a strange tendency for individuals to align themselves with factions which exacerbates tensions and undermines the cohesion of our team. There's also a lack of transparency and inclusivity in decision-making processes. It is disheartening that staff and even managers are often left uninformed and excluded from discussions that directly affect our team. This practice not only hampers the quality of decisions but also fosters feelings of alienation and disempowerment among team members. You'll find that there are alot of secretive dealings and behind-the-scenes maneuvers across the district.

Porterville College: Adjunct Faculty

By continuing to trust that each person wants to do the very best job they can.

To improve trust, investing in the professional growth of adjunct employees and providing opportunities for advancement and learning shows that you value part-time staff. Sharing organizational goals and performance metrics with all employees, even adjuncts, can strengthen transparency. Let's be honest: There are more adjuncts than full-time faculty at PC.

Porterville College: Classified

Speaking from observations as well as what other employees have confided in me, I think the level of trust could be improved with less micromanaging from supervisors to employees and less negativity when delivering feedback. The only way to learn and grow is to make mistakes along the way. As an employee you should not feel like your supervisor is standing over your shoulder and mistakes cannot be made. This causes anxiety and tension within the department.

I have encountered employees who feel micromanaged and not trusted by their supervisors. Providing training to all supervisors (not the leadership academy) but on daily interactions with their office staff. Employees must feel safe to ask their supervisor any questions or concerns. My previous supervisor was this type of supervisor. Any time her office door opened, I was sent into panic mode. There was uncertainty about who was going to walk out of the office. One instance was when she asked me where a document was that she had sent to me for the District Office. I looked through my emails and found nothing from her. She then called my co-worker (who was working remotely) and asked them for the document. They also did not locate it. Instead of questioning my co-worker, she said thank you and hung up the phone. She then proceeded to yell at me to such extremes. She returned to her office and realized she never sent me the email. A supervisor who has had training should have handled the situation more professionally. Apologies are sometimes necessary for every employee, even supervisors. We are all human and deserve respect, consideration, and to know that we are respected in our positions for the work we do.

improved communication between departments. How to request time off, how to request for things on campus- reserve a room, Maintenace request etc

I think more communication everything if their safety issues or concern of environment for the district office and campus as well too.

college wide retreat on flex day

Communication is key. There has been talk of transparency but the actions were not necessarily transparent. With communication, it also shows respect for your opinion and you are part of the team.
Policies and procedures are not enforced. Many managers do as they want with little to zero accountability. This has created a lot of tension and distrust between subordinates and their supervisors.
Here at PC it is a hierarchical structure. Collaboration and innovation is hindered due to a rigid hierarchy. Classified staff is treated like cattle. It's a "do as I say, not as I do" culture around here. Management does not take into consideration the well-being of the employees. We are expected to do whatever it takes to meet their goals/plans no matter how it affects our current jobs at hand or our own personal lives. Management and administrators do not lead by example. They have expectations of their staff but cannot meet those expectations themselves. Leaders should lead by example by demonstrating integrity, consideration, and mutual respect in their actions and decisions. Consistency in these values from leadership can help set the tone for trust and transparency. There is no method to assess the behaviors of management and administrators. The director of my department will not send their staff that works directly under them, their management evaluation annually. If their own staff isn't providing the evaluation of that director/supervisor, then how is upper management determining their performance? The data isn't accurate. It's skewed because upper management and administrators can decide who they want to have evaluate them, that's completely unethical and therefore creates unreliable data. Of course, they're going to send it to whomever they believe will give them a good evaluation. There are a lot of corrupt and toxic managers and administrators here at PC. There is no method in process to determine their performance and behaviors. There are no consequences or disciplinary action being taken. They continue to belittle, demean, and steam roll over staff and faculty without repercussions. I personally have no trust in HR or upper management and administration here at PC. I know that if I communicate a concern to someone, it will just come right back to me, and I'll have to deal with the retaliation of that supervisor. Establishing a clear process for addressing concerns in a fair and transparent manner, such as mediation services, HR or Union representatives. Upper management and administrators need to be trained on people skills and leadership skills. But that won't work if there isn't a process in place for them to be assessed and held accountable.
Weekly Student services meeting that involves all of the student services departments. In this meeting, updates will need to be shared and any changes to procedures that may affect other departments will need to be discussed.
1. Some Classified have fear to speak up on issues with management based on retaliation that have happened over and over rather in office setting, focus groups, committees etc.
Break down siloes, allow employee collaboration across departments without micromanaging their interactions, management effectively support and complete innovation/implementation tasks (will help improve classified employees' trust & confidence in management to lead)
The level of trust can be improved by having management and directors value their employees. Many events have been put on to "honor employees," which the whole team can't attend because the offices must stay open. The morale of employees can be leveled by really honoring them and their whole team attending the event.
If we had set times/events to collaborate with other departments, to find ways to help our college overall. If ideas and input was asked from all departments on how to create a better culture here and help campus community. With the high turn over this institution has, it is hard to keep track of who comes and goes, so I believe we all need to be more involved in getting to know who works in all these departments. If the higher ups aknowledged who we are and actually took the time to know who we are outside of just being their employee, would be greatly appreciated. Also having events with the other

colleges would be a good way to meet and put a face to people we work with consitently. Maybe some sort of retreat between the colleges would be a good idea for us to strengthen our relationship, with the colleges and the district. Over all, we lack communication from our own departments and it just expands to the institution, colleges and the district. It always feels as though Classified staff are an after thought, and are not taken into consideration.

Open communication between leaders and staff. More in person communication and opportunities for internal growth. The college does not grow from within. Many classified staff are looking for work outside the district due to lack of opportunities for advancement. Career paths opportunities would really increase employee retention and well-being. Holding leaders accountable for poor behaviors. Leadership training. Leaders need to know how to "lead" not manage people. We preach student success, however we should also support employee success. Everyone is always preaching about the "contract" and focused on grievances. More focus on employee recognition and appreciation.

Porterville College: Confidential/Management

Trust is low and needs to be rectified between pc administration and staff, adminstration and faculty, staff and faculty, between PC and BC, between PC and district. Trust is very low between PC president and college employees due to her desire to be anywhere else. Proven in PC high turnover rate. PC president involves herself in the things that don't matter and ignores Larger issues. Time for making decisions is too long. PC has a participatory governance structure but it is anything but participatory. Committees are supposed to advise but they don't. President makes her own decisions often going opposite of college wishes and then she says it is her decision alone. Then why do we play at having PG and all these committee meetings. Too many meetings often without a real operational purpose only report outs that could have been an email. Low feeling of transparency at district how did district hire all these vice Chancellors from BC? There are great people at other colleges but feeling is we at PC are not BC so we can't understand and are not good enough and where is the transparent hiring process?

Sharing of information could help. The goal of being transparent overall, in all things, I believe would help build trust. In the past there was a sense of some colleges receiving preferential treatment; if data could be shared or specific reasoning / logic in decision making shared, I think that would help district-wide with this sense. I also think there can be some distrust between employee levels, even at the colleges, this could be lessened with more transparency across the board. I believe we all are passionate about student success, and so framing conversations in this lens versus a divisive lens will be helpful. I also think not steam-rolling individuals, but seeing all as valuable members in the work we do is vital, and so therefore their voices and opinions should matter and hold-weight (even if the decision is not in line with their opinion, it still should be heard and considered). Individuals not feeling heard, or that their opinion was not important, has created a sense of resentment towards admin, I think (just my opinion).

Trust will come from transparency. Unfortunately, we have too many upper-level leaders with fragile egos who are afraid to admit when they are wrong or are terrified of being challenged on a decision. Consequently, they hide their actions, refuse to explain their decisions, and manipulate staffing into developing damaging alliances. All semblances of trust have evaporated at my college as our President hides the final hiring process and fails to include even board-policy-required personnel in the candidate evaluation process. This would be less of an issue if seemingly almost every person who has been hired hadn't been controversial. Trust comes from authentic and confident communication.

The level of trust could be improved if we actually had transparent hiring practices. Furthermore, a better onboarding system to ensure that new individuals who are hired on campus are able to meet and greet with everyone, so we know who they are and they

can get a better feel of the community. More events that help to foster community building on campus and interactions with other colleges in the district would be appreciated. There is no identify for Kern Community College District - it is just separate entities all doing the same work without having a viable, strategic plan to partner together to achieve goals. More opportunities to partner on grants, so that more than one college or just the district benefits from additional resources. The Chancellor and other higher-ups at the District Offices spend more time at Porterville College and interacting with Tulare County. There is immense distrust between each of the colleges and the district that does not have to be the case.

Trust is less complicated than we often think. If you want to build trust, behave in a trustworthy manner! That's really it. Honor commitments, promises, and contracts. Don't do things or create positons outside the usual process. Apply the same policies and procedures to everyone. Hire on the basis of trustworthiness. Hire people of integrity who will focus on their current jobs, not their next job. Hold all employees at all levels accountable to the standard of trustworthiness. Employees caught lying, especially managers, should be disciplined. Hire and promote based on honesty, integrity, humility, and empathy. Anyone who doesn't display these traits, and a focus on student success, should not have a long career here. In the hiring process, focus on those who are willing to put in the time long-term to make a career of making KCCD students succeed. Management must make difficult decisions, even if it means occasionally getting things wrong. Be transparent about those decisions and the reasons for them to the extent possible, and state clearly when privacy rules prevent transparency. The best trust –building activity we have ever had was not an initiative or project, it is just district leadership visiting the colleges at least once a semester, meeting with key committees and answering (often difficult) questions. That doesn't mean people at the colleges will agree with decisions, but understanding that there is at least a rationale for them goes a long way.

Trust can be improved upon the strengthening of college culture. More common events encouraging team members to work together will improve morale and cooperation.

There needs to be monthly meetings held or trainings with the district accounting offices and the colleges. We need to foster more collaboration between the colleges as well.

As a newer administrator to KCCD, I can say that there are palpable differences between Cerro, PC, BC, and the district office in terms of transparency. Decisions at the district are made with BC in mind and PC and CC are after thoughts. BC seems to be always "in the know" with mandates from the district and CC and PC are expected to play catch up. The level of trust between the colleges is also low. While I appreciate administrators helping other campuses (particularly in absence of administrative positions), it seems that the collegiality between campus administrators is lacking. I do not communicate with other administrators at other campuses. Additionally, notifications of changes in leadership at other campuses is also lacking. Its often times a case of surprise that "so and so" has left that campus and this new person is in their place.

Trust would be improved if the staff and management contained more communication. Alot of the time it's easier to communicate a common goal or standard when we all sit through meetings with the president or vice president of a department. With a clear vision of the future it's a lot easier to work together as a unit/team.

Porterville College: Full-time Faculty

Human resources support at PC could improve transparency.

Trust takes time to restore one lost. A one-time event will not repair years of distrust. More district presence at the "other two campuses" would be a great start.

It is clear that the campus president has a very "us versus them" attitude. She surrounds herself with administrators who tell her what she wants to hear and ignores what faculty and classified staff need. One example is that we have been begging for locks on the

doors for years, but we're told, over and over, that there are other things in the works to keep us safe.
1. I don't believe there is an issue with the level of trust between faculty and staff, but there is a great distrust between the employee groups and the current President **(name redacted)**. It is my opinion that a change in the college Presidency is needed, someone who will work with and listen to the constituency groups. 2. The Business Office needs to be more proactive in helping students and club advisors rather than accusatory and angry. When paperwork is incomplete, rather than putting it in a file folder for it to sit for weeks, it would be nice for them to contact the originator and identify what items are missing from the paperwork (in a timely manner, within a few days). I believe this would help mend the relationship our BO staff have with students and employees. I would also like the 30 business days to be reconsidered and changed back to 10 business days to ease the burden of travel.
It starts at the top. Administrators need to show they care about the employees not just say it. Get out of their offices and talk to faculty and staff. Get to know them as people.
I am new to KCCD and I have not identified any issues with level of trust.
There isn't much trust. Communication is lacking on all fronts. We are all just trying to get by on what little we have.
To be frank: Bakersfield College needs to demonstrate that they respect the work of Porterville and Cerro Coso. The district needs to stop threatening to turn PC into a BC satellite campus, which would have a massive negative effect on the Porterville community. The district (and administrators across all 3 campuses) needs to stand up against the discriminatory practices of the Loyd but small group of racist instructional faculty. There needs to be open dialogue on each campus about what issues exist in terms of employees and students experiencing racism as well as work sessions to create a safer climate for minority groups. The district needs to move in a progressive direction, as it is lagging far behind other CCs on identifying equity gaps in course success and degree attainment and proactively closing these gaps. Some strategies might include diversifying curricula, better outreach efforts to undeserved student groups, and more diversity in the faculty hiring process (the PC student population is 80% Latinx while the full-time faculty are 60% white, and they have not been trained in cultural competency).
I think we need more participatory governance, more interaction between groups, and more of admin taking other groups into consideration before making decisions. I think we need better ways to ensure information is trickling down to all constituencies and improve communication overall. Currently at PC faculty cannot access their offices or be on campus after hours (after 2pm on Saturday and not at all on Sunday). There is a feeling that admin doesn't trust faculty to utilize their offices off-hours.
Through effective communication and follow up. I think we are lacking transparency and that can and should be strengthened.
I am an optimistic and forgiving person. I know that we are all flawed and make mistakes. I see good in others and typically find paths forward when others don't. But in this case, I am out of ideas.
I feel the level of trust could be improved by having administration respect and communicate with faculty and staff, value their experience and input. Too many issues are being handled in a manner that feel like we are being "ruled" or "dictated" to.
Improving trust and transparency within the Kern Community College District heavily relies on the leadership of the college president. As the head of the college, the president holds a central role in shaping the organizational culture and fostering effective communication and collaboration. It is essential for the president to lead by example, demonstrating integrity, fairness, flexibility, open-mindedness, collaboration, and respect in all aspects of their role. This involves promoting open dialogue with employees, actively listening to their concerns and feedback, and providing clear and transparent communication about college policies, decisions, and initiatives. By fostering

a culture of transparency, inclusivity, and equity, the president can build trust among employees, groups, colleges, and the district office, ultimately contributing to a more positive and supportive work environment within the Kern Community College District. Leadership accountability mechanisms, such as performance evaluations and feedback processes, are essential for ensuring that the president upholds ethical standards and is held accountable for their actions and decisions. Ultimately, by embodying transparency, flexibility, open-mindedness, equity, collaboration, and respect, the college president can play a significant role in cultivating a culture of trust and collaboration within the college community.

In a recent meeting, two faculty shared in mocking tones how our community is opposed to Critical Race Theory. Instead of recognize the need to understand that demographic, they were contemtuous. We are here to serve our community, regardless of perceived differences of viewpoint. This is an example of a larger problem in academia, and one that is certainly evident within the KCCD, that of an paucity of viewpoint diversity. In my teaching, I am committed to providing students with various viewpoints and scholarly findings, declaring my bias when necessary. Multiple times we have been strongly encouraged to embrace and reflect DEIA, but never have we been encouraged (to my knowledge) to embody and reflect viewpoint diversity.

Increased interaction and sharing between institutions and employee groups will be a necessarily prequisite to improved relationships. Building a culture of mutual support and not of acting in self-interest will be necessary.

This should be above, but it says I exceeded the max for that question. There seems to be a problem with workplace apathy on campus, especially since COVID. It feels like people don't really want to be at work doing their jobs. It's been difficult to get faculty back into the classroom, even though students are looking for more in-person classes and the statistical evidence shows they also need the in-person classes for better success. This issue is enhanced by the administration's apathy on the part of requiring people to actually show up and do their jobs. There seems to be little to no expectation or accountability. I know we were supposed to be more flexible during COVID and in some areas that flexibility turned out to be for the better (some of us were already flexible with our students before COVID), but there needs to be some sort of expectation and accountability for doing our jobs or it seems otherwise some just won't do their jobs. It starts to make the employees who are working hard to do what has always been expected of them question why they maintain their work ethic and integrity when others are not and nobody seems to care. The campus has a great need for new faculty, but we continue to have a lack of Faculty position hires due to meeting the minimum FON. I understand that faculty are expensive, however, administrative positions are added constantly. Faculty and Classified Staff have to present and prioritize positions for hire, but it seems like administrative positions can be hired anytime, with just a requested need without any backing by the rest of the college. For many years it felt like PC was treated by the DO and BC like a satellite campus to BC, but it seems like that is less so since Sandra Serrano's time as Chancellor. I feel like she made a concerted effort to improve communication and transparency which I feel was helpful. I liked her blog, it kept me up on what was going on at other campuses and the district in general. More casual interaction between faculty and administration on a regular basis.

Trust between employees at PC is good, there is some level of mistrust between employees and administrators. I believe there is a feeling that administrators, specifically the President, will retaliate if someone has an opposing view. I'm not sure how this can be improved. I believe the President has good intensions and could work on listening to employees.

Honest feedback requires non-retaliation. Even our IR researcher has several times said that information we share in these surveys is anonymous and no identifying details are

reported. However, when a history of retaliation already exists then honest feedback will be hard to find. How about honesty from administration? Reporting is made at many meetings but a written summary is not easy or impossible to find. It is more of a grapevine affect. I The climate survey a few years ago resulted in a forced program called PC Cares or PC Caring Campus. The issue is that staff were required to participate but administrators often control the culture. Administrators did not participate in PC Cares. Forcing people to smile and say good morning does not make people happy. Is Porterville College the ugly step-sister of KCCD? Why is it that buildings are old and so is the equipment? There is planned improvements but it feels like Bakersfield College receives the attention and money. PC Library is open from 7am to 7pm Monday - Thursday. Only until noon on Friday. Not open on weekends. PC has instructional room shortages. Room improvements that have been requested for years. BC has received new buildings, more faculty hires, and upgraded equipment and buildings. How about a report showing that proportionally the amount of money spent on the three colleges is about right? PC has lost faculty to retirement but they are barely replaced. Forget about designing new programs that might require hiring a new faculty member. How can we be innovative and responsive to the needs of the community.

1) Chancellor (name redacted) actual approach toward the colleges (distinct from her formal, public statements) always felt autocratic and directive rather than collaborative and respectful. District consultation meetings, which had generally been meaningful consultations with constituency groups and college leadership under Chancellor (name redacted) and Chancellor (name redacted), became a forum for Chancellor (name redacted) to give direction rather than a forum for collaboration. With new leadership, KCCD has a chance to get back to the more respectful, collaborative approach that was a strength of (name redacted) and (name redacted) administrations. 2) Chancellor (name redacted) too often ignored the input of the Academic Senate and the Campus Administration on the priorities for hiring faculty; she authorized positions that were not those requested by the campus processes. The new Chancellor could be more respectful of campus processes in determining which faculty positions to prioritize for new hires. 3) Chancellor (name redacted) was perceived as prioritizing loyalty to herself over competence and experience when elevating administrators, both at BC and as the Chancellor. Coming from the outside, as Chancellor Bloomberg does, I hope and expect that he will be able to avoid that problem. 4) Human resources is woefully understaffed, and key problems linger without resolution for too long; prioritizing staffing issues in HR district-wide will help a lot to resolve issues. 5) Within HR, it would help if our hiring advertisements could include more detailed requirements for our specific needs. I have served on hiring committees (yes plural) when most applicants did not possess the specific license required for the specific faculty roles that the new faculty needed to play because the needs were not allowed by HR as part of the advertisement. This can happen in many areas, but it is particularly true in nursing, law enforcement, and some vocational programs. "Minimum qualifications" are not always sufficient for specific positions, but our HR has not generally been willing to include those needs in the advertisements. This leads to distrust and frustration within the district.

I honestly don't know, but shared meals/music/good vibes are always a good place to start for building morale and a collaborative atmosphere. Flex days are not that. They are a slog of performative drudgeries and everyone knows it.

I only speak for my campus. Better communication between the different groups (Staff, Faculty, Admin). Having open communication between staff and management, there is a fear of retaliation by staff, and a history of admin ignoring staff ideas. Having administrators who listen to the people on the front line, most administrators have no idea what is happening on the day to day. Yet refuse to listen to the people who do. Administration that does not show favoritism to departments or areas such as Student Services/Office of Instruction. It is painfully obvious to people on this campus who is the

favorite and who isn't. One way to improve trust is to hold managers accountable when they make mistakes.
The more recent constant focus on race and ethnicity (through the lens of equity) is not building a culture of unity or community. It focuses on how we are different and has ended up promoting a focus on which group of people have experienced greater victimization in society. As a faculty member, I strive to focus all my attention on my students as individuals, each with their own background challenges, whether ethnic, 1st generation, financial, 2-parent/1-parent/no-parent, or the average kid in the middle that doesn't belong to any special treatment group and has challenges without special funding for meals/counseling appts/books. Focusing on shared values and developing and opening events to all students can strengthen community.
Avoid nepotism. Additionally, all colleges in the district need to be treated equally and celebrated for their unique contribution to the district.
More explanation of how final hiring processes work.
At PC, our outgoing president did not involve enough people in hiring new faculty. She routinely met with candidates for the 2nd level interview alone with no other campus representatives. This is not ideal for transparentness in the process and does not engender trust among various campus constituencies. Having someone else in the room during these would improve trust and transparency. Ideally, another administrator and/or faculty member.
Porterville College: Student Worker
Not applicable. During my time as a Student Worker my supervisor Ms. Dozier always ensured tutors felt heard , appreciated, and safe.
Porterville College: Temporary Employee
I appreciate the opportunity to provide feedback on trust and transparency within the workplace. While I feel comfortable engaging in conversations and trusting some of my coworkers, I do have some concerns regarding clarity from certain colleagues and particularly from management. Clarifications from them would greatly contribute to enhancing trust and transparency within our work environment.
Porterville College: No Employee Type Provided
Respect for Faculty Initiatives: Recognize and respect the role of faculty in initiating and developing projects that contribute to the core mission of the college. Avoid taking over projects started by faculty without their input and consent. These projects tend to lose the value and point once in the hands of admin. Instead, administrators should create an environment where faculty are not only encouraged to share their ideas but also empowered to see them through to fruition. Provide support and resources to turn faculty-driven initiatives into reality.

Question 3. Please share what changes or initiatives you believe could enhance the overall organizational culture at the Kern Community College District? (Things that would positively impact employee morale, engagement, and performance.)

No College or Employee Type Provided

None of this really matters. The administration will continue to work as it has. This has been done many, many times before, but if we continue to hire and promote those who have proven to lack honesty and integrity, ie: (name redacted), then why are we bothering? The new Chancellor needs to review his inner circle before he reaches out to the colleges. Change starts within.

hshshs

More professional development offered to all levels of the organization. Semi-annual events held at all campuses for departments and campuses to collaborate. Inclusion of PC and CC employees in opportunities.

Unfortunately, funding is always an issue, but more in-service days for employees to connect with each other, have retreats for employee groups, offer professional development opportunities to build skills. Promote work/life balance. Remember we are people. Not just a number or easily replaced. Telling staff to dust off their resume in meetings if enrollment isn't increased is not morale boosting.

We need to build the team back up from the bottom up not from the top down. Give support and not just take it. We have excellent employees and to keep them we need to treat them well.

Training on best practices in the office.

I think there should be a better managerial structure at each college including the district office. I agree we need a VC of education services, please do not bring back (name redacted). I like the idea of dual enrollment at the DO to help drive the work but I think there should be other offices centralized as well in student services. If more areas were centralized it would create streamlined processes and cohesiveness throughout the district.

Transparency, not just give jobs/positions because of who they know, create new jobs for people they want to promote. Make sure HR can at least inform internal candidates that they were not selected for a position. Months or years can pass and not until you bring it to their attention will they just email you a letter. I cannot even imagine the treatment people from the outside are given. We really need to let go of classified employees that for years have been doing a horrible job, and regardless of how many complains are reported by students, employees, or community members. They are able to keep their jobs because they are protected by the union. Someone can be with the college for over 20 years and provide the worst customer service and we still employ them and issue them a check every month, and a raise every year. We need to keep and hire employees that believe in our students and are willing to put in the work, guidance, and compassion to see them succeed.

No College Provided: Adjunct Faculty

I am not sure any quick fix will help improve morale and engagement. The constant barrage of state rules, regulations, and changes makes it difficult for faculty to keep up.

Student engagement is important but so is student accountability. Perhaps administration and faculty could come together on a way to educate students on their responsibility and accountability. This might help improve classroom performance and engagement. Administration and faculty could look at technical education or 'trades' in a more positive light. It appears that Gen Z students are skipping 'college' for the trades and becoming known as the 'toolbelt' generation. Community colleges are the perfect place for trades and formal education to come together.

No College Provided: Classified

During Classified Appreciation week in May - the Chancellor and College President have the opportunity to show the employees they are appreciated. In the past, many years BC employees didn't even recieve a simple email to acknowldege classified apprecation week from the College President OR Chancellor. You have the opportunity to start a positive relationship with the classified employees. (It should be noted that at Cerro Coso college used to do something every day during the week for the classified employees. The college presidient/admin had something special for classified employees like provided breakfast, treats, and had useful employee developement workshops.) The Cost of Living is crazy expensive and there is talk that the budget is tight. If the district doesn't have money to keep up with COLAs and the rising miniumum wage - like they have not in the last few years - please consider other alternatives to show the employees that they are appreciated. For example, I think it is Saddleback Community College didn't have money for raises, so during the summer employees are paid for 40 hours a week but only work 4 - 8 hr days. Shortining the work day during summer, would be amazing and improve employee morale and gain employee trust. Human Resources - it takes way to long to find out the results of an interview. People should not have wait over two months to know if they are being considered for the next step of the hiring process. It creates stress when you are waiting for a month for interview results. Transparency is needed - not more than 2 weeks to find out interview results. Level of trust could be improved if classified employees were promoted. Do not hold people back just because they are great at their current job. People should be promoted for doing great work - not blocked from promotions.

Bakersfield College: Adjunct Faculty

First, I think a complete overhaul of leadership is necessary...we need administrators who are advocates for faculty and adjuncts, rather than the company-oriented lot that are occupying the leadership positions now.

Create specific team building activities that include members from all groups working together: classified, adjunct faculty, full-time faculty, administration, public safety, etc.

I think the school should host more open lunches so that the faculty can come and talk to each other. Have you ever read Bowling for One? Because we do not interact with each other regularly, there is distrust. Also, more communal faculty space would be good, like a cross-campus break room. It would be an opportunity for us to talk to people that we usually do not.

Be ethical, fair and transparent. Stop playing favorites with programs and people. Reward or recognize good behavior rather than always pointing out or critizing bad behavior. Acknowledge peoples areas of expertise and use that expertise for the goodof the institution rather than always going elsewhere. Treat people with respect and the way you would like to be treated.

We need to be more intentional in our communications, and the need for authentic transparency.

Come together to work on district wide problems like cheating in online classes. Online dual enrollment classes. High School teachers teaching dual enrollment classes. If the District can get professors to go to prisons, can the District not get professors to go to high school campuses.

Enhancing the overall organizational culture at the Kern Community College District could involve several changes and initiatives: Emphasizing Communication: Implement regular, transparent communication channels to ensure that all staff and faculty are informed about organizational updates, initiatives, and decisions. Promoting Collaboration: Encourage collaboration among different departments and teams to foster a sense of unity and shared goals. This could involve cross-departmental projects, team-building activities, and workshops focused on teamwork. Prioritizing Professional Development: Invest in professional development opportunities for staff and faculty to enhance their skills, knowledge, and career growth. This could include workshops, training programs, and mentorship opportunities. Supporting Work-Life Balance: Implement policies and practices that support a healthy work-life balance, such as flexible work arrangements, wellness programs, and initiatives to reduce burnout. Creating a Diverse and Inclusive Environment: Foster a culture of diversity, equity, and inclusion by implementing initiatives to attract and retain a diverse workforce, providing diversity training, and creating inclusive policies and practices. Recognizing and Rewarding Success: Implement recognition programs to celebrate and reward the achievements and contributions of staff and faculty. This could include awards, bonuses, and other forms of recognition. Empowering Employee Voice: Establish mechanisms for staff and faculty to provide feedback, share ideas, and participate in decision-making processes. This could involve regular surveys, town hall meetings, and feedback channels. Promoting Accountability: Hold individuals and teams accountable for their actions and performance while also providing support and resources to help them succeed. By implementing these changes and initiatives, the Kern Community College District can enhance its organizational culture, leading to increased employee engagement, satisfaction, and overall effectiveness.

I would like to see increased opportunities for Adjunct Faculty be both included and compensated for the development and updating of courses and their materials. By doing this the students would receive consistent instruction from either a Full-time Faculty or Adjunct Faculty.

replacing the image of Hitler in FA could have a positive impact on how people feel in the workplace.

We need a school that is for the students. We should not be test driving every new idea that pops up. Attempting to be part of every new idea or program is not helpful to the students or instructors. The system needs to be streamlined with student success as the main drive, and instructors have to believe that the administration will support them and give them a fair chance to succeed as an instructor. For this to happen, the instructors have to trust the administration and at BC, trust is going to have to be earned.

recognition of employees especially adjuncts. Open more full-time positions for adjuncts to fill.

Promote a diverse and inclusive workforce environment, in terms of age, race, religion, nationality, sexual orientation, gender, gender identity, and national origin bringing diverse viewpoints and perspectives to KCCD. The district can also benefit from emotional intelligence training.

More transparency about the budget would certainly make every stakeholder more involved and better understand certain decisions.

Bakersfield College: Classified

Authorization to work from home is a necessary element of making an organization accessible for disabled employees. KCCD should be ashamed that it has allowed BC to require on-campus work.

Continue to hire outside of the BC circle. So that we can get employees who will be fair and non-bias.

There are events for Christmas and not vary many other events held for staff members to show appreciation or any kind of gifts/bonuses offered. We do not get any kind of

recognition awards offered to all staff members unless nominated. Even if it is just for every year of service. Our pay is very low for the district and in fact does not meet inflation rises, fast food now makes more than many employees here. Pay should go up for all. Also, we are not even given a full day of sick time per month as our shifts are 9 hours we should be given 9 a month and we work long hours and should have more time off/sick etc. available to us. There should be some kind of employee center that offers us discounts, resources and other services just like for students. I also think we should have an employee gym/cafeteria to keep employees healthy and active.

Don't be afraid to let go of bad employees. Many employees who are bad for their department's health are allowed to skirt by and collect paycheck after paycheck and retire without any sort of repercussion. This drastically drags down morale. Even more so when we see these employees get promoted into higher positions or management.

Best approach will be to reach out to employees from District to BC requesting more feedback, input, and engagement with key focus opportunities for growth and learning outside of our respective departments. Sharing with employees that as a big organization we are expanding our skills and knowledge beyond our current roles, and we are dedicated to facilitating these opportunities for all employees. Invest in training programs to help develop new skills and advanced in our careers. The tools will empower and encourage staff to be more engaged and enhance high performing teams! We will set goals and clear expectations by investing in our organization, in ourselves, plus the students benefit from the contribution to ensuring everyone knows what is expected of them and how this will be aligned with the overall objectives of KCCD and BC.

A consistent, sustained, DEMONSTRATED commitment to honesty and transparency would be a good start! The practice of hiring administrators only from within the district/college needs to be stopped! We are marinating in a sauce of established disfunction, dishonesty, and disregard for employees' wellbeing. We repeatedly hire our administrators' cronies, and we promote those who are committed to the old guard! The fact that we have a new president and a new chancellor from the outside is both shocking and incredibly refreshing! Also, employees AT ALL LEVELS need to be held accountable for their unacceptable behaviors and work performance. Whether they are classified employees, faculty, or administrators--everyone should be held to a standard of excellence, decency, and a commitment to serve our students to the best of their ability. When that does not happen, managers/administrators need to take the time and DO THE WORK necessary to mentor the individual, clearly outline what improvements are needed, and hold the employee accountable. This should be done in a respectful and professional manner, without shaming, humiliating, or retaliating against the employee. If improvements are not made, managers/administrators should implement progressive corrective action or whatever contract-appropriate means of action is outlined for that employee group. Currently, poor performers are not addressed in a constructive manner. They are publicly terrorized in hopes that they will quit, or they are passed around from department to department, or they are simply left to languish. This is true of custodians, secretaries, program managers, faculty, deans, directors, and vice presidents. It is occurring at all levels in all positions! No one wants to have the hard conversations or do the documentation necessary to effect real change! This is not only lazy, it is extremely demoralizing and demotivating to those of us who are committed to excellence, performing at a high level, and carrying the weight of those who are not.

I believe that all these new managers, we have only had managers for maybe 8 years, have taken their roles too serious or need classes in management becuase they need to learn how to treat people. When people feel upset or you are being demeaning to their charecter it is hard to be productive. New employees are her to learn, not be screamed at. They are expected to ask questions and not expected to know all the answers. Most of all, if you respect someone, they in return will respect you. We need to bring back happiness to BC.

Work-Life Balance Initiatives: Promote work-life balance by offering flexible work arrangements, such as telecommuting options and flexible scheduling. Managers should prioritize employee well-being and respect boundaries between work and personal life. Supporting work-life balance initiatives improves employee morale and reduces burnout. Also, if a grievance has been filed against any employee, a policy should be in place to require a 360 review of that employee (classified or management). This process gathers feedback from various sources about an employee's performance, skills, and behaviors. Unlike traditional performance reviews conducted solely by a manager, a 360 review collects input from multiple perspectives, including peers, subordinates, supervisors, and sometimes external stakeholders. Participants should include a selection of Raters. A group of individuals familiar with the employee's work is selected to provide feedback. This typically includes the employee's direct supervisor, peers, direct reports (if applicable), and occasionally clients or customers. The anonymity of raters is often ensured to encourage honest and constructive feedback. It also includes a standardized questionnaire or assessment tool developed or selected to gather feedback. The questionnaire typically includes a mix of quantitative rating scales and qualitative open-ended questions. The questions cover various aspects of the employee's performance, such as communication skills, leadership abilities, teamwork, problem-solving, and interpersonal relationships. Raters are asked to complete the questionnaire based on their observations and experiences working with the reviewed employee. They may be given specific examples or incidents to illustrate their ratings and comments. Once all feedback has been collected, the data is compiled and analyzed. Quantitative ratings may be aggregated to provide an overall score for each competency or behavior assessed. Qualitative comments are often categorized and summarized to identify common themes and patterns. The employee being reviewed typically meets with their supervisor or a designated HR representative (including a CSEA representative) to discuss the feedback. The discussion focuses on reviewing the strengths and areas for improvement identified in the feedback and developing an action plan for growth and development. Based on the feedback received, the employee and their supervisor collaborate to create a development plan that outlines specific goals, objectives, and actions to address areas for improvement and capitalize on strengths. This may include participation in training programs, mentoring or coaching, and targeted skill-building activities. The progress of the employee's development plan is monitored over time, with regular check-ins between the employee and their supervisor. Adjustments may be made to the plan as needed based on the employee's progress and evolving priorities. A 360-degree review provides a comprehensive and well-rounded assessment of an employee's performance and behaviors, offering valuable insights for professional growth and development. It fosters a culture of continuous feedback and improvement, ultimately contributing to individual and organizational success.

That impact that would be more involved in our department to have management engaging and performing work as their employees. Because when the employee see that management are engaging in duties that are only classify would do. It makes them to encourage and they're worked at improve themselves be motivated, and have positive attitudes at work place.

1. Implement a robust employee recognition program: Recognizing and celebrating employees' hard work and achievements can go a long way in boosting morale and engagement. This could include regular shoutouts in meetings, awards, or bonuses for exceptional performance. 2. Encourage open communication and feedback: Creating a culture where employees feel comfortable sharing their thoughts, concerns, and ideas can help improve overall communication and collaboration within the organization. Implementing regular feedback mechanisms, such as surveys or open-door policies, can help facilitate this. 3. Invest in professional development opportunities: Providing employees with opportunities for growth and development not only benefits the

individual but also the organization as a whole. This could include offering workshops, training programs, or tuition reimbursement for further education. 4. Foster a sense of belonging and inclusivity: Creating a workplace where all employees feel valued, respected, and included can significantly impact employee morale and engagement. This could involve promoting diversity and inclusion initiatives, implementing bias training, or establishing affinity groups for underrepresented employees. 5. Promote work-life balance: Recognizing the importance of work-life balance and supporting employees in achieving it can lead to increased job satisfaction and better performance. This could involve offering flexible work arrangements, wellness programs, or additional time off. 6. Focus on leadership development: Investing in developing strong leaders within the organization can help create a positive and empowering work environment. Providing leadership training, mentorship programs, and coaching opportunities can help cultivate effective leaders who can inspire and motivate their teams.
In the future I want my supervisors to listen to both stories of the employees as well as working together. There needs to be more communication.with the supervisors and employees. Have the supervisors talk to that one worker that complain.about unnecessary problems. To be more involved at events and meeting. To hire classified workers.
Employee morale would be improved by having more opportunities to get involved. The idea that everyone should work commencement was a good one. It is, after all, what we work for. An option to have a more flexible schedule/work from home occasionally would be nice. At a previous institution, we were allotted a certain amount of hours per academic year to attend our children's school functions or volunteer in classrooms or fieldtrips. Something similar here would be a good way to promote work-life balance.
For College Safety we are completely understaffed. We have over 35 thousand students and over a thousand staff members but only 17 Officers. We have no cameras on the Bakersfield College, it shows safety is not a priority here. Commencement we do not limit the number of guest each student can bring, that puts us at a big safety risk. 17 officers and about 18 thousand people in attendance, we do get help form private security companies who hire from a temp agency and their staff has no skills or experience to bring to the table. I like to think proactive we should think ahead how to keep our students, their families and staff safe.
Increasing on-campus engagement across all departments is essential. Providing employee benefits like gym discounts can boost morale. While KCCD is a good employer, creating a happier and more inclusive environment is important. It may take time, but enhancing internal engagement is beneficial.
I think that all current managers should receive outside managerial and leadership training (3rd party) that can help them develop better management/leadership skills. We need to realize that just because a person meets the criteria for a position, we need to ensure that they are representing the leadership of the college in a respectful and professional manner. There needs to be open and honest conversations with all employee groups regarding our roles at the college and how each role is important to make this a better learning environment for our students and working environment for administrators, staff, and faculty. Present opportunities for cross training in different departments, at different college or district sites. I think that would open doors for further collaboration throughout the district. When we start any new initiatives, we need to be sure that we evaluate what we are doing and make sure that it aligns with our mission statement and that we consult all stakeholders for their input.
Changes or initiatives that could enhance the overall organizational culture at the Kern Community College District include: - Implementing a merit-based system for hiring, promotion, and recognition, ensuring that employees are rewarded based on their performance and contributions rather than personal connections. - Investing in comprehensive professional development programs that offer opportunities for skill

enhancement, career advancement, and cross-training. - Fostering a culture of inclusivity and diversity, where all employees feel valued, respected, and supported regardless of their background or identity. - Streamlining administrative processes and reducing bureaucratic barriers to innovation and efficiency. - Creating avenues for employees to voice their ideas and concerns, such as suggestion boxes, town hall meetings, or employee forums, and taking action based on feedback received. - Prioritizing employee well-being by offering wellness programs, flexible work arrangements, and resources for managing stress and workload. - Establishing mentorship programs to support career development and knowledge sharing among employees. - Promoting a collaborative and team-oriented work environment, where employees are encouraged to share their expertise and collaborate across departments and campuses.
I don't know if it would work with the KCCD, but in a previous position outside of the KCCD, our Director initiated a mentorship program. Their goal for this program was for their Leadership/Management team to work with members of the lower leveled staff/ classified staff that were interested and could potentially rise to leadership. I understand our Leadership/Executive Teams are extremely busy with their responsibilities, however, there are many classified staff members who show that potential for leadership and could benefit from a mentorship or similar program.
I would like to see that employees are given more time to be able to ask for support to ask any questions or concerns they have through out the day. By having more inclusion in the office, employees will be able to perfom better.
As mentioned above, I think that all offices should have the same operational days and times. There are some offices at the Bakersfield College main campus that are open while others are closed based on the time of year. Additionally, there should be more recognition for individuals and departments that are required to work continuously. While every position is vital for the functionality of the District, some departments experience high foot traffic and endure overwhelming, stressful tasks, yet they receive little to no recognition outside of their own department.
Pay raises and recognition for what is done.
Pay raises and better management
Change needs to come from the top down - trickle effect. If there is to be change, then everyone needs to be held to campus protocols and not just certain groups.
Support classified staff in opportunity and pay. Classified serve in critical roles for the college and district but are treated like lesser employees. This needs to change or we will continue to lose quality employees. Every opening and closing day we have to hear about faculty awards and hear our administrators praise faculty but ignore classified. Stop requiring classified to attend if the meeting isn't for us. Pay classified more. Give spring break a full closure similar to winter closure. We need better work and home life balance. Too much mandatory OT. If classified are required to work commencement then every employee group should be required to help. Faculty and management like to take credit for the students success but don't like to support on the biggest day of their college career.
I think we should have more transparency in the hiring process. I think need more student services at BCSW campus.
More events where appreciation is shown for the handwork that everyone does on the daily. Meals/Food always makes anyone's day.
Higher Pay and Training.
1. There should be a training program for classified that may want to move into management. Almost every management position on campus requires previous management experience which is impossible to get if one can't get into management in the first place. 2. There should also be a pipeline from education advisor to counselor. Many ed advisors meet the minimum qualifications for counselors but the perception

(right or wrong) is that they will never be able to get a counselor position since ed advisors are overused and much cheaper than faculty. 3. More development programs overall to help people move up the ranks would be desirable.
No Comments and no complaints. I work full time at Bakersfield College Delano Campus. Everything are always okay in the (departments redacted) past and present.
The changes or initiatives I believe could enhance the overall organizational culture at the Kern Community College District is starting with something like this survey. This gives us all a chance to express our frustrations and experiences in our departments that need improvement. It would really help to have some sort of mediation for admin and staff, so that issues can be discussed without fear of retaliation. I hope we can see actual change, since we are giving feedback.
Have managers be more active with speaking to their staff about what is going on with processes and other things within their department. More training to staff that are not fully trained or understand what is going on. Let your staff know what is going on with something that has been told to management that is not working instead of staff continuously asking what is going on. I fully understand managers are busy but so or staff and if we have a student coming in over 2 or 3 times to see what is going on I feel it should have been fixed after the first time they came in. I think mangers really need to be more interactive with staff and really know what their staff is doing.
Any focus on retention - We have a high turnover rate and there's no incentive for longevity. Management training - Managers are promoted or hired and lack management skills to manage a department or employees. Managers need to address employees that are not meeting performance metrics - It affects employee morale when an employee is not completing work and other employees are tasked to make up that work. Review of salary schedules - Certain classified positions have annual salaries that are less than the annual benefits that KCCD covers. There used to be a market survey of salaries every 3 years for the management salary schedule. Faculty has a survey built into their contract.
Employees want to feel valued and that can be accomplished several ways. Acknowledgement and recognition would be a start. Leadership needs to devote time to getting to know staff and become familiar with what they do. Manage by walking around theory, need to get out of the office more. Much can be learned by going to where the staff are and talking with them.
Acknowledging we are continuously doing more with less and trying to find solutions would be helpful and cross train employees.
Although I have plenty of examples of the terrible behavior and norms that take place in our office daily, I am not interested in the potential and likely repercussions/retaliation that will likely take place. Very odd and insinuating remarks have been made about the completion of this survey and my personal preference is to avoid this situation.
Perhaps more time to process work or adding more team members, as when there are multiple tasks that need priority, sometimes, they may not be completed on time due to more hands needed or the type of work that is being completed is not something that can be completed in seconds or a couple of minutes, but needs more research, or more information or certain permissions from other people/departments to process task.
Recognition and showcasing areas each month will allow the campus to understand the roles of each area and what events and focus they have for the school year. Celebrating classified, faculty and leadership is important. Classified tends to feel like they only celebrate themselves. With their year round contributions, it is important that they feel appreciated other than just classified appreciation week.
• Stop Micromanaging / Helicoptering • Detailed list of what we are doing at all times/ Keeping track how much work we produce • treated like we are machines. • Make people feel they are appreciated. • The moral of the campus is very sad most people really want to leave. The people are drained, scared of being retaliated against if

something is said. They are threatened. • People who stand up for themselves are likely to be shunned not invited to meetings because they will say something that may make admin and managers look bad. • The people cannot have their opinion. Or they run the risk of being publicly embarrassed, shamed, or flat out disregarded in front of other co workers to make it seem you do not know anything • BC way says we are removing roadblocks for the students but seems we implement a new roadblock everyday and continually send student back and forth causing student to give up. • When it pertains to training you're given a guide that may or may be up to date. You are then expected to go through this and figure things out, without receiving proper training from someone above you.

First, I would encourage actually speeding up the bureaucratic process to get things done in a timely manner. Nearly everyone who works here whom I've spoken with agrees that things take forever to get processed here. I'll give you some examples. When I left my previous position on campus for my current one, it took 7 months to get my replacement hired. I've interviewed with other colleges and it took them 2 weeks from interview to final hiring decision. I have often had to step up and offer to call references or do whatever necessary to speed up what I believe should be an urgent process. We've gone years without filling positions before, simply because administrators have such a relaxed view of time or priorities at BC that things are being done in 6 month terms. Even now, one of my colleagues left their previous position in December and since she has left, the hiring process has essentially stalled. My other colleague and I are expecting to be working the workload of her position until the end of this year, which frankly is ridiculous considering we get paid significantly less for doing more work, while admins are getting paid six figures and constantly taking their time to do their jobs. This doesn't make us feel like we're all working equally, even though I know admins have their own challenges in their own jobs. Another thing I would suggest is allowing staff more time off in conjunction with faculty, either in full days off or in half-days. I notice during spring breaks or end of semester, the amount of work drops dramatically and so does productivity. We are essentially asked to come in just to exist on campus, meanwhile faculty gets all summer off while being paid. Why not do half days during spring break? We'll still get work done, but we get to enjoy more time to refresh as well. There are various, easily googleable studies, that show that when people have more time off, they feel more energized and workplace productivity increases. Half of the people on campus are salaried anyway, so what's the point of forcing people to come in and wait out the clock? Let them live! If we are truly a team working together for the education for the students, we should attempt to give everyone similar break periods. Faculty and Staff work equally hard, but there's a clear hierarchy in this college that permeates the attitudes of those who work here. Every staff member I have talked to says faculty are essentially the "nobles" of the college while we are the serfs. Not a great description for an organization that depends on collaboration and trust to function. How about four day work weeks? I don't know of anything that actually gets done on Fridays anyway. I'd rather work 4 10s year round. Many of us joke that we practically live here. Meanwhile, faculty show up, do their classes, and then are allowed to go home. Again, nobles vs serfs mentality. What better way to improve morale by treating everyone as equally as reasonably possible, letting them have time off to recharge, getting things done on time, and allowing people to also live their lives? Finally, we could really reduce the bureaucratic workload. Sometimes there are things we want to do in our department that would involve getting many people involved to approve a purchase or to coordinate something. This lends to a feeling of helplessness. "This needs to get done by this time, but due to bureaucratic delay, it won't get done, so we'll be a bit behind and we'll have to work faster to catch up". Great, now I really feel like coming in to work and that things are going to go well. I get it, every job has its ups and downs, and no job is perfect, but it

more often than not feels like many of our problems here are caused internally rather than something "out of our control".
Providing greater collaborations, uniformity as much as possible, and consistency of expectations-while keeping in mind the work load differences between the colleges. Encouragement for taking ownership of individual downfalls and not being focused on putting blame but rather focus on the root cause and solutions to ensure they don't continue to occur. Encouraging employees to take advantage of their resources and continue to individually compose the resources for themselves within a department/position for personal employment growth. Internal Departmental training upon onboarding of new staff/management and understanding where and whom to refer their staff for outside/process assistance. Clarification of duties within the department, division, and college as a whole and their difference of involvement at each level. Professional development that involves cohesive collaboration not separated by division, college, or department unless there is an opportunity of sessions to be available for all departmental/college functions.
Bonuses PTO Promotions Appreciation lunches/breakfast
Within my own department, I would like our Dean and program manager to make crucial decisions that positively affect our department. I would also like upper management and administrators to note that this toxicity is present and affect many people within the organization, including classified staff and students themselves.
I would like to see more employee appreciation, integrity, and ethical behavior. Use better decision-making processes and investigate what actually will support the college. Stop guessing or coming up with strategic plans by looking at what you are currently doing and calling that good enough. Improve our business processes. Research what the colleges need and then make decisions and institute software that will help everyone. For instance, look at instituting Formstack not just for the websites, but for all of the forms used from HR forms to the A&R and Financial Aid forms. There is workflow and many other features that could be used to improve processes across the District and the three colleges making things more efficient and effective. Efficiency saves money. Almost all of the processes at the colleges and the District are antiquated and inefficient. Efficiency will increase employee morale, engagement, and performance. It will also the satisfaction of students and the community.
Being valued. I do not feel valued in my department. I am told to stay in my lane and am criticized when I follow directions and do not say what the Director or Managers would say. Why take initiative if you are not going to be valued when you do
- Provide proper and comprehensive training to all new hires. Provide them with an instruction manual/guidebook to use as a reference. - Stop pushing down initiatives from management onto the staff that are only designed to make your resume look better so you can go for your next promotion. -Create a clear-cut and published pathway for promotion. -Protect employees from being pressured to work past business hours.
Speedy action and feedback to employees complaint.
I know several people in my department would love more professional development opportunities. Also, there are many third-party companies that have subscription services that would be beneficial to what we work on - like music licensing, video production services, image sites, etc. - but it seems very difficult to convince the powers that be to approve these services. This is just my opinion.
Management needs to be highly improved. Mental health is very crucial and more Mental Health Clinicians are needed. An expert Mental Health manager is also needed not just a nurse practitioner or dean to manage it. The mental health need has increased tremendously, and many students struggle with classes and testing as well as their traumas that need mental health assistance. Classified appreciation is highly needed.
We really need to have a safe recourse for management to be evaluated. Currently, managers are able to personally select the people that will be filling their reviews. This

does not lead to a realistic review in many circumstances, and it only increase the distrust of "the buddy club" that management has been. If there is an empowerment of people to have a say in their management, it gives some ownership in representation and democratizing the process. But I also feel there should be a process to help remove some managers if there is a loss of faith from the staff. If the manager stops being a good representative or becomes abusive of their position; these would be some certain situations that could be used as examples. What that process would look like, I am not sure.
Number one things is that BC needs to focus on employee and student WELLBEING and not focus exclusively on enrollment and the bottom line. Pay employees more and give them more flexibility so they can have a life...(i.e., so they don't have to send out emails at 4 a.m. on a Saturday) The salary step increases the district offers to classified staff don't keep up with inflation or the cost of living. Annual salary adjustments are disappointing at best. Then, understand it will take 15 years to get through all the salary steps. An initiative that would help is establishing a KISS Team. (or I want to say KISS Army, but that's taken). IT would be a group of volunteers across departments and offices who focus on using CQI and good change/Kaizen philosophy to simplify processes and eliminate waste, repetition, stress, etc... The main point would be to Keep it Stupid Simple (KISS).
I believe changes with having a new President and Chancellor are moving BC in the right direction.
I don't think any changes will happen because it starts with management.
I highly recommend fusing BC/KCCD's culture with these principles and eventually adopting them. The Infinite Game (A bold framework for leadership in today's ever-changing world) https://a.co/d/evuiZPv Leaders Eat Last (Why Some Teams Pull Together and Others Don't) https://a.co/d/epRgBJP Find your Why (A Practical Guide for Discovering Purpose for You and Your Team) https://a.co/d/986rOL8 When employees come to work and feel they're part of something bigger than themselves, when employees feel their work and effort is simply worth more than the money they make and the institution strives to put a price on that type of commintment. then we know we're part of a great institution that we want to be loyal to.
Create opportunities for advancement. Reduce Managers Load to smaller divisions to be more effective. Use wholistic approach to decision making and implementation. Workload should not be limited to faculty. Covid provided opportunities for cross training and what I call institutional internships. It allowed personnel to work in another department for training and skill building. I would like to recommend to keep an Institutional Internship program. An employee is paid their current salary to intern in different department. For example, foodservice person interns at IT for one year. Must meet minimum quals and gain experience. It allow one to implement academic knowledge and gain experience. Evaluateprofessors every semester and track performance by disaggregation of data. Evaluate departments and programs for access, culture, and growth (outside of self-evaluation in program review) Management evaluation must include all subordinates (not optional). Address findings in a timely manner. Classified evaluation should be used for correction and reclassification
all levels must be treated equally. And using the positive way to treat one and another the way you would like to be treated. We all are human being, and all are reserved to be treated the same.
Classified employees are unable to work as professional experts. I believe this hinders professional and personal growth. We should not discriminate against our own employees and disqualify them based only on the fact that they are an employee. If a classified employee is qualified, they should have the same opportunity to provide for their family as a non-employee.

Having a diverse team of leaders that represent everyone. Engaging employees and listening to their concerns in a safe environment without fear of retaliation.
A new director who listens, understands, and provides guidance and support would enhance the overall organizational culture and KCCD.
I believe allowing more communication between classified employees and the Administrators. It would be nice to be able to sit down with the President/Vice President, where ALL employees are allowed to attend when there are certain events being held and being allowed to participate. We SEE the emailed invitations, but we are never encouraged to attend for example, "Meet and Greets". I believe if staff was more comfortable to ask to attend without being made feel guilty, you would see more employees faces and get to hear their concerns. We also see many surveys being sent out, but what is being done to improve the work culture in our environments? What are the outcomes of these surveys?
Close the BC campus for Opening Day and Closing Day for all classified staff to attend and enjoy. Management needs to support their classified staff in taking breaks and their Wellness Time. Some BC offices and staff work without taking breaks and take quick lunches. This affects the staff, the office and campus. BC Home Coming used to be a huge event on campus, but now it's just another workday. The morale at BC is down. Staff used to work for BC for decades until retirement. Now the staff turnover rate is ridiculous. Another idea is professional development for all staff, not just management. Some staff are not encouraged or supports in attending Flex workshops. Flex workshops could help improve the morale of the campus and help cross-train employees campus wide.
Transparency Honesty Open communication An Administration that listens to the employees and takes their concerns seriously.
Managers directors dean and especially counselors EVERYBODY in a higher position needs proper training. SO many of the people in higher positions were given their title because they were favored by somebody on campus. People move up not based on their education and experience but because they were liked. Additionally….. raise the pay for admissions and records technician II. It is unfair that A&R techs get paid 50K a year, advisors get paid 60K a year and tech II's are training the advisors. Technician II's are always responding to counselors how to fill out forms or review certain processed (WHEN THEY GET PAID 100K) It's honestly unfair and if something isn't done then admissions and records technicians will start dropping like flies. Some are now going to therapy, some are getting tested for high blood pressure, I always see another crying. This department needs help for sure.
training-- there is no training at BC; this would improve employee performance at work; more luncheons within each department, maybe once a month, buy t-shirts for the department; ex, M&O (maintenance and operation) shirts for custodial, trades, etc and athletics t-shirts for office staff, coaches, directors, etc. this is a start for building a team by each department, birthdays are important, so maybe directors can provide a birthday gift card by department, respect culture - maybe a semi- training (twice a year) for all KCCD employees to educate them about importance about culture, diversity, etc and how i should be respected. this will improve morale. -BC needs to enforce/implement/improve/educate all KCCD and BC employees about diversity, culture, background, etc. more classes or trainings to support BC's mission and vision statement. Raise salaries; jobs on KCCD website were lasted revised or upstate in yar 2001. Fast food workers, like Taco Bell employees, are getting paid minimum 20/ hour starting April 2024. BC employees are leaving because they get paid 15.50 or 16 dollars per hour. HR needs to hire more staff support; this employees and coaches get paid; student-Workes, too, were not paid; it took 3 months for lifeguards to get paid; coaches were not going to coach anymore because they were not getting paid on time -athletics department needs support staff; **(two names redacted)** do not support athletics needs-

funding and staff. Athletics is important. How does 1 classified employee run athletics department by himself/herself for almost 2 year? When more faculty is hired, KCCD should hire more staff to support faculty and BC. Contruction continues, more new buildings, but staff is not there to take care of them. M&O maintenance department needs more staff to take her of new buildings; it needs more trades staff there; we have 1 electrician at M&O department to take care of BC campus; he needs an assistant. Directors should be educated about CSEA classified rights and contract; this will reduce complaints and/or grievances. All jobs should be updated because BC is experiencing a lot of "working out of class" cases of employees. BC or BC directors take advantage of classified employees; the "duties as assigned in every job description should be removed!"

While KCCD's reputation for excellence within the California Community College system is driven by the dedication and hard work of all staff, there are fundamental issues in our work models and practices that need urgent attention. Outdated Work Models and Virtual Work Needs The current work models at KCCD are outdated and do not align with the evolving needs of students or the well-being of staff. This semester, 62% of student counseling appointments have been conducted virtually, indicating a shift in how services are delivered. This data suggests a pressing need to implement a more flexible work structure, such as a hybrid model, that allows for a balanced approach to work and home life. This adjustment would not only better serve students but also acknowledge the mental health needs of staff by offering options for remote work. Equal Pay for Equal Work A critical aspect of employee morale is ensuring fair compensation. There are clear discrepancies in pay among employees who perform similar roles, leading to a sense of inequality and unfair treatment. Addressing these disparities through a commitment to "equal pay for equal work" is essential for promoting a culture of fairness and respect. Accountability for Deans and Leadership To foster a more accountable and transparent environment, deans and other administrative leaders should be subject to regular evaluations by their staff. Additionally, implementing term limits for deans would encourage a more dynamic and less entrenched leadership structure, reducing the risk of stagnation and unchecked authority. These changes would signal a commitment to employee feedback and create opportunities for new leadership and ideas. Summary of Recommendations To enhance the organizational culture at KCCD, consider the following initiatives: Introduce a Hybrid Work Model: Allow for flexible work arrangements to improve work-life balance and support mental health. Ensure Equal Pay for Equal Work: Address salary discrepancies and create a fairer compensation structure. Evaluate Deans and Limit Their Terms: Implement regular evaluations for deans and establish term limits to promote accountability and prevent stagnation in leadership roles. Implementing these changes would demonstrate that KCCD is serious about addressing employee concerns and committed to creating a more inclusive and equitable workplace. Without these initiatives, the feeling of being treated unfairly or as if employees are less important is likely to persist, hindering morale and overall performance.

Outdated Work Models and Virtual Work Needs The current work models at KCCD are behind the times and don't match up with the changing needs of students or the well-being of staff. This semester, 62% of student counseling appointments have been virtual, showing a shift in how services are provided. This data highlights the urgent need for a more flexible work setup, like a hybrid model, to balance work and home life. This change would not only benefit students but also recognize the mental health needs of staff by offering options for remote work. Equal Pay for Equal Work Maintaining employee morale hinges on ensuring fair pay. There are obvious pay gaps among employees in similar roles, leading to feelings of inequality and unfairness. Tackling these gaps with a commitment to "equal pay for equal work" is crucial for fostering a culture of fairness and respect. Accountability for Deans and Leadership To cultivate a more accountable and transparent environment, deans and other leaders should undergo

regular evaluations by their staff. Also, setting term limits for deans would encourage a more dynamic and less entrenched leadership, reducing the chances of stagnation and unchecked authority. These changes would demonstrate a dedication to employee input and open up avenues for fresh leadership and ideas.

I believe we need to have a training arm within HR that strictly deals with training and professional development. I believe an investment in this area would positively impact employee morale, engagement, and performance.

To positively impact KCCD and the colleges, utilize the information received by the survey. I've completed a number of surveys and nothing every materialized for the submission.

The district has antiquated systems and processes. Better Training by Training professionals. Departments taking responsibility for processes that their department is responsible for. Classified staff is doing work that they are not qualified to do. A review of department processes needs to happen.

Please appreciate classified staff more. The campus always puts management and faculty on a pedestal but we come into work as well. We are year long employees and are always here supporting the goals of the campus. It is hard to have a good morale when all the praise goes to others. It would be nice to get to go home a little early before holidays. As an example, the Wednesday before thanksgiving everyone is just waiting for 5:30 so a little bit of a break would be nice. Also raises for classified staff or having more options for growth. I feel stagnant in my position as an advisor.

Allow any members to have control of their own schedule. Pay classified more for the work they do for the whole campus. Provide better leadership training for those in management roles, in which they don't dismiss concerns that are brought up to them by their team members. Its sad that we are here answering this survey to provide what the culture is for higher ups when they don't know the day to day work that goes on for a classified staff member. Make faculty do more if they are to be praised at Opening and Closing day.

Bakersfield College: Confidential/Management

Make the classified staff feel like they matter within the system, stop allowing people to hire their friends or people that are loyal to just them. Give other trained people an opportunity to be on hiring communities instead of the same people. Also revamp how people are chosen for other communities within the district. Have more student engagement with system that impact them. Have a serious look at how we engage our minority students so they can feel welcome. Look at how we can bring back our robust sports programs by asking the student athletes and speaking with potential student athletes as well.

I recommend completely reshaping the Admissions and Records organizational culture. Their leadership is knowledgeable, but there is a clear issue with the culture and staff retention. I also recommend activities that would encourage cross-training and open communication between departments so we know how to best lead our students and not be siloed into our own departments.

In order to enhance the overall organizational culture at the Kern Community College District and positively impact employee morale, engagement, and performance, it is imperative to address the pressing need for a strategic technology plan and to review the current practices surrounding program management and resource allocation. Strategic Technology Plan: Develop a comprehensive strategic technology plan that assesses the current state of technology infrastructure, identifies areas for improvement, and outlines a roadmap for enhancing efficiency and productivity. Conduct regular assessments to evaluate the effectiveness of existing systems and identify opportunities to retire outdated technologies or streamline processes. Prioritize investments in technology solutions that directly support the needs of end-users and enhance productivity, while reducing the time and resources spent on troubleshooting and maintenance.

Decentralization of Program Management: Review the structure and oversight of programs such as the Early College program to ensure alignment with the needs and priorities of individual colleges. Consider decentralizing program management to empower colleges to run their programs autonomously, thereby fostering greater collaboration, trust, and accountability at the campus level. Address concerns regarding the centralization of certain programs and positions at the district level, which may contribute to a perceived lack of collaboration and trust among campus decision-makers. Transparent Resource Allocation: Ensure transparency and accountability in budget allocation, with a focus on directing resources towards initiatives that directly support the mission and goals of individual colleges. Review budgetary decisions to ensure that positions and resources are aligned with the needs of colleges and contribute to improving student outcomes and campus productivity. Facilitate open communication and collaboration between colleges and the district to address challenges and roadblocks in accessing support and resources. By implementing these changes and initiatives, the Kern Community College District can foster a more inclusive, transparent, and collaborative organizational culture that empowers employees, enhances productivity, and ultimately improves the overall effectiveness of the district in serving its students and stakeholders.

I believe, first and foremost, people want to be informed and aware of the state of the college/district. Perhaps a quarterly or bi-annual (or as-needed) zoom webinar-format presentation by the Chancellor to all of the campus' employees would help build a feeling of connection to the District.

Create a DISTRICT culture that is married with the campus cultures. Train staff not just about campus culture but also district culture. Where we came from, where we are and where we're all going, together.

A formalized onboarding process. Formalized professional development opportunities for staff, with stipends provided. Implementing organizational programs/activities for staff to address mental health, i.e. biweekly book club, subcommittees for various efforts, etc.

The new president and chancellor coming from outside the organization was a great start, but they are quickly being influenced by those who have been running the show the whole time. I hope they see through the BS and somehow start correcting the behaviors that have been allowed to trickle from the top. Actual acceptance and equality. Tough love for those who are used to getting special treatment because they are different. We all matter. Not just those who are making a fuss about everything. "When you're accustomed to privilege, equality feels like oppression." For those of us who actually love our jobs and Bakersfield College and don't want to leave, yet find ourselves looking for other opportunities because of the toxic work/life balance, micromanagers who are let run rogue, shame for personal choices and taking care of mental health, and watching others be promoted because of friendships, it's disheartening.

KCCD could be improved by being more proactive rather than reactive in our operations. Often times we are catching up and stressed trying to stay afloat rather than planning in advance for events and activities we can forsee.

Delivering clear expectations to leaders, employees and staff. A change in culture comes from the top. People need to know what is acceptable in the performance of their duties. If you aren't focused on the student first, maybe this isn't the place for you. We are in the business of changing lives. Understanding that the workload is tremendous, I think it is also important, as the Chancellor, to get out there, be seen, and take the time to engage with employees of all levels. I like the town halls that Dr. Fliger has engaged in with students and employees.

Stop allowing leadership to demoralize and demean staff, it is out of hand. The District Office is the main issue and that trickles into every college. Every one knows this, every one talks about it and every one is astounded by it. Hold these "leaders" accountable

for their poor behavior. Stop providing protection to individuals who consistently violate their power, this is how you will gain trust and respect. Highlight the staff (not just upper admin) at our colleges, encourage them, provide positive feedback, be present. Train your leadership on physical, mental and emotional accommodations and trauma. The DO staff shows complete lack of care.
I would like to see our classified employees get educational credits/industry certifications pay raises on top of their annual step. My staff I supervise work hard but they don't see reasons why they should be motivated to develop professionally if having numerous certifications or degrees does not increase pay like with faculty.
As I mentioned, establishing a culture that encourages employees to at least attempt to go directly to the person they are having an issue with, before they go around them.
Close the loop. Be transparent. Do fewer projects. We don't have to be the first to do everything. Improve work spaces and conditions (we have deans who have gone months without support).
Hire more HR. BC's HR has been stolen by the district. Quit using our staff for your work. Or, if one of our people moves there, make it not interim so we can back fill. We have way too many interim people. Move Early College back to BC. It is ridiculous that it is at the District. We should be running our own program. Make IT come to work and respond to people. Don't just make decisions and inform us later or when it is time to implement. Communication is key. Give us money for more professional dev. Folks want to go to conferences and attend trainings, but we literally only have $5000 for the year to use in Professional Dev. Host a training at BC for faculty, and one for Classified and one for Management. Get people talking to each other. Bring the three colleges together for those trainings so we can get to know others doing similar jobs at other campuses.
Stop pushing the whole "woke' initiative. We are a campus of many cultures and backgrounds, but it doesn't mean we need to push all of these agendas on staff and students. It just creates more separation and division amongst the groups involved.
Diversity in management instead of just hiring friends or former collogues. Consistently follow through on commitments, recognize mistakes, communicate with emotional intelligence to create trust. When hiring or promoting managers, make sure they understand how to be a manager of their responsibilities and duties to the respectable spots - but most are too busy doing other peoples or vacant spots work to focus on their spots. If we preach or teach positive workforce to students in the classroom, we need to live by it also.
As mentioned earlier, increased efforts to collaborate would be a good initiative to enhance the overall organizational culture at KCCD. Collaboration allows for individuals to come together and get to know each other on a professional (and sometimes personal) level and work together to complete something. It is good to work with an individual on something, but even better to successfully complete something with that individual. Success does not derive from individuals who do not get along, do not have respect for one another, or let personal feelings get in the way of work.
Training and onboarding modules. Promote "curious leadership" Train managers on how to effectively supervise people. Let people do the work they were hired to do and try not to overload them with tasks that deter from the work they were hired to do. More ore opportunities for recognition and continuous growth and development.
N/A
Coaching. I think if the colleges/district can bring team building coach(es) who understand(s) the culture, the department subcultures and bring in strategies to help people focus on their work and become more collaborative I think it would help with improving job performance. Having an outside opinion or point of view should shed light on improving work relationships and understanding priorities. I know personalities may not always get a long, but for the sake of our students and team objectives, it's important that employees know full well what's expected of them.

1. Slow down the pace. Our colleges have been through a lot in the last five years and everyone needs to catch their breadth. A nice step would be to support, and honor, time off, sick leave, and weekends. 2. I think it would be helpful if DO employees visited campuses more often to see the end users of their support. For example, getting a feel for the sheer volume and variety of students and services we offer on a daily basis, so they have a better understanding of the complexity of our operations and sometimes why we need support immediately.
Foster a culture where outsourcing tasks beyond the capacity of current staff or recruiting additional staffing resources with the necessary skills to manage excess workload becomes standard practice. Currently, we heavily rely on staff to "make it happen" or delegate excess work to student workers who may lack the expertise to effectively complete the tasks. This approach undermines the skills and expertise our employees have honed throughout their careers. Our current culture prioritizes speed over quality, leading to the production of subpar work rather than taking the time to deliver results we can be proud of. We have a work culture where supervisors and administration play favorites and continue to burden the same staff with additional work outside their scope, just because those employees can be trusted to do it well. Meanwhile, the employees who have the role which the job falls within can get by without ever being tapped or even bothered. Employees fear giving feedback due to retaliation or different treatment. We want to hear what the administration thinks needs to change. We want to hear from our presidents, chancellor, and trustees where the short falls are within KCCD. We know they are aware they exist and it's important for us to know they are being real and acknowledging them. Thus far, our leadership just wants to ignore and voice that everything is great and perfect. Our leadership needs to openly humble themselves in order to be relatable.
More professional development opportunities at all levels, from Classified to Management.
- Hosting more training opportunities for new employees so that they are not left in the dark about processes that keep on changing. - Celebrating staff for their achievements in their departments - Hosting professional development workshops - Transparency with organizational charts (updating every month)
Honestly, integrity, character. At the end of the day, that's all we have. Show us that all opinions matter and the culture of the heavy hand has ended.
Achieving a balance between work and life is crucial. Although the work we do has a significant impact on our communities, it becomes meaningless if we neglect our families and end up with broken marriages and strained relationships with our children due to the constant absenteeism. Let us have the time to enjoy family dinners, watch our little ones play soccer on weekends, and have uninterrupted vacations.
New ideas, new faces from outside of Kern Community College District to give better insight of outside of this current culture, more surveys from staff to help move along ideas into place.
1. Implement transparent hiring processes for senior administrative positions to ensure fairness and merit-based selection. 2. Reinstate DEIA terminology in the EEO plan and provide critical training to support anti-racism efforts. 3. Offer leadership development programs focused on empathy, mentorship, and true leadership skills. 4. Revamp faculty development and evaluation processes to prioritize growth and mentorship over checklist-style assessments. 5. Foster a culture of open communication, accountability, and celebration of successes to enhance trust and collaboration.
Adequate staffing for setting up funding sources and accounting compliance.
I would love to see management get OUTSIDE (not KCCD affiliated) training on how to communicate, supervise, and build up their team. Administration, Deans, and Directors need immediate training on how to speak to others effectively without degrading them. Change Administration. We need Vice President's and Associate Vice Presidents who are

external and can bring a better atmosphere to Bakersfield College. The negative, draining environment started from the Administration and has funneled down to Executive Directors/Directors/Deans, Program Directors/Managers/Faculty, and Classified. I'm sure our students feel the chaos that has been created over the past 4 years. Can we please have a policy through Human Resources that states supervisors cannot yell or demoralize their employees. It happens way too often and because these people are in leadership roles, they get away with how they treat others.

The college needs consistent and clearly defined professional development to advance in the following areas: 1) Ensure a comprehensive approach to professional growth from onboarding to retirement. 2) Open forums for addressing concerns and sharing best practices: Foster transparency and facilitate the exchange of actionable insights. 3)Appreciation for all employees: reward and utilize established staff members as mentors to recognize their invaluable contributions allowing them to expand and extend their knowledge. 4) Equal teaching opportunities for qualified managers: Grant managers meeting academic requirements the ability to teach, aligning with the principles of loyalty and integrity. Teaching hours should be calculated separately from managerial responsibilities, mirroring the approach for classified staff. 5) Measurable visibility of progress and established goals: Implement tangible metrics to track progress and monitor goal attainment effectively. 6) Supporting student employees' engagement in all areas of student-to-student and faculty support, committee involvement, and community service not only aligns their holistic with our strategic directions but also enriches our projects with their valuable involvement, input, and investment, ensuring a holistic approach to achieving our goals. Their active participation closes the loop by integrating diverse perspectives and fostering a sense of ownership within our organization. 7) The challenges posed by COVID-19 prompted us to enhance our electronic content delivery via our website, yet preserving detailed how-to instructions for supporting forms and processes remains of critical importance in ensuring operational continuity amidst employee turnover. Maintaining up-to-date procedural manuals is crucial for ensuring accuracy and quality in work, particularly amid employee turnover (whether retiring or advancing to another position), where continuity and productivity rely heavily on accessible and comprehensive guidelines. Without and with sparse manuals, the risk of errors increases, potentially impacting productivity and consistency within the college.

Opportunities for professional growth especially with middle management. Allowing qualified administrators to take on a course load if needed and wanted.

For all sides of the house to be supported so that some areas are not working five times harder than others because they are not part of the 50%. We have a lot of managers and classified employees who are overworked and performing a job for 3 or 4 people. There needs to be a better balance to the workload. More appreciation for past accomplishments would also help. I see us working backwards most times.

It would be beneficial for the departments to have the opportunity to concentrate on their programs, which could significantly boost morale, engagement, and performance levels. The team members have been overworked for a long time due to the "all-hands-on-deck" approach, which requires them to work overtime for their current positions. An evaluation is necessary to determine if more staff is required to support initiatives such as SID and summer bridge.

 # Find time to celebrate accomplishments and success across the board.

Bakersfield College: Full-time Faculty

I apologize for not having any suggestions. The negative atmosphere has been around too long and is too deep. I promise to continue to do an excellent job in the classroom. Life is too short to continue to worry about the rest.

Ride-sharing would be so cool! Events for faculty and staff like hiking, biking to work, etc. would also be great for morale. Highlighting and honoring different faculty and staff

in admin emails. Maybe having some premium parking spaces for spotlight employees for the month. I think it's crucial to find some way to honor employees for what they're doing. They work their asses off and deserve to be acknowledged for it. Plus, this could connect us- I'd love to hear what other folks in other departments (and on other campuses) are doing!
Stop the caste system and make decision fair and equitable!
I can see the need for some positions to be filled interim, but it would be better if the search to fill the position started immediately rather than waiting months or even years. When a new administrator position is created, take the time to do a search and fill the position rather than the administration just picking someone they already know and like. If this is done, I would have better trust in the administration. I also think we have an overload of administrators currently at both the college and district levels. In particular, the position of deputy chancellor seemed to appear out of nowhere without any real need. The person filling the position seems like a fine individual, but the position itself seems superfluous. Other examples can be found among the army of program managers that have been hired over the last few years. in our current budget situation, some of these positions could be eliminated with minimal effect on the mission of the college and district. One last suggestion: I think the culture of the district has evolved to where it appears that the district itself is the most important entity, and the colleges exist just to support it. This kind of culture ultimately hurts students because major decisions are being made by people who have little to no interaction with students. A culture of students first, colleges second, and district last would be a nice change. All three are important, but the district should be there to serve, not be served.
Open communication. Even if a decision is unpopular, justify the decision. We all don't have to agree, but a clear explanation of the rationale goes a long way in keeping morale up. Adequate training for new staff and ongoing training for current staff. And this means much more than just a one-hour flex workshop every 4 months. A regular "one-stop information and training center" of some type that can handle Banner, budget, HR, and other questions and training would be fantastic. Adequate staffing. I know this is a huge challenge, especially with very difficult state budget years on the horizon, but lack of staffing can be crippling to the campus and the district.
DEIA initiatives Collaborative projects with complete transparency
Stop silencing people by threatening their jobs. Allow people to have a voice even if it is unpopular. Correct some of the wrongs that were done to faculty by the administration before you. It would be nice to have a visible Chancellor.
1. Pool our resources. If a department at one college has funding for professional developemnt, share it with the other colleges. Maybe have a shuttle to go between colleges for professional developement. Host a "lunch and learn" that includes people from all colleges in the same department (Ex: math, english, nursing etc). Offer professional development that targets a large group to improve collegiality such as "AI- how do we deal with it, and how do we embrace it"--basically something we are ALL dealing with on all campuses we could all come together to learn about. 2. Have a fun contest between campuses. Let us get to know people on other campuses in a non-threatening manner. Include district people too.
Put an emphasis when hiring people to choose those predisposed to happier, well-adjusted, thoughtful, nurturing personalities who hold high personal standards for themselves and can demonstrate clear and deep critical thinking skills.
I would love to see a more streamlined process for supporting faculty in managing grants that they have received. We have wonderful support in getting grants, but it would be wonderful to see a more streamlined process to make it easier to focus on grant activities instead of paperwork.

The use of technology has, at times, made processes more daunting. Is there a need for more technical support staff and or funds to purchase supportive platforms to ease the transition to a paperless work environment?
Require all employees to get trainings require HR to train have an informational about accommodations work to understand all parts of the college (instruction and Student services) training on microaggressions and prejudice
hold administrators and instructors accountable-
First, make equitable representation of employees of all backgrounds (Latinx, Blacks, Whites, Asians, native Americans) a priority in everything we do - make it a strategic objective. Second, be intentional in recruiting and hiring qualified people of all backgrounds to occupy senior administrative level positions at our colleges, even if that means going outside our district. Third, grant the college presidents greater independence in the day-to-day management of their colleges and eliminate the direct influence of trustees in the running of our colleges. Finally, define educational equity and make it a strategic objective of Kern CCD and our three colleges.
More collaboration and informal communication! More ways for faculty and staff to provide input and have that input meaningfully incorporated into our work here at BC.
Have face-to-face meetings. Emails and texts can easily be taken out of context. Leadership that supports open discourse and the exchange of diverse ideas. Provide the incentives/arguments for the support or rejection of projects and programs (i.e. money, political...)
Freedom to speak freely and disagree when needed. We have had too many personal battles being waged against people who hold differing beliefs. Just a commitment to value the importance of ideological differences like we do other differences.
Improve the websites. Make them more user-friendly, with less scrolling (too much white space and pictures too large), less clicks to get somewhere (students have complained about taking 6 clicks to get to the library databases, for instance), more logical placement of some of the pages because it is hard to find information and improve the search feature for the same reason. Update the directory to make sure all persons and offices are listed. The dissatisfaction with the new website has noticeably affected morale and frustrations increase. Campaign to increase participation in committees and from all areas. There should not be vacancies on committees and the value of everyone's input should be emphasized. Promote the use of tri-chairs (admin, faculty, and classified) for every committee. Do something to show appreciation for everyone's hard work. Doesn't have to be a big, expensive event (you could, but there may be grumblings about how money is being spent), it could be a letter, an email, a pen, anything showing effort to recognize everyone (all admin, management, confidential, staff/classified, and faculty). Treat adjunct-faculty with more respect and not like the step-child. Provide them with more resources and trainings that meet their busy schedules (such as in the evenings), as this is likely a second job. That will improve their morale.
More interaction between the colleges and the district. The district to be more involved in college activities. Management evaluations where all under the administrator get to evaluate and not just the people that they like or get along with. More voice in department decisions not just those that are handed down. Decisions that are made nay have a direct impact on teaching/travel and no input from those that are going to be affected has been gathered. (Not just at the admin level either). Streamlined processes for purchasing, insurance, On a side note, the union might love (name redacted) because they feel they can work with him, but the many of the faculty do not. Human resources should be a helpful place and it can take up to 3 months. Something needs to happen to streamline the process. It is a joke, I have been involved in the hiring of three people. One they lost her paperwork and had to start over. Another one, was approved by the department chair and they couldn't find her application, and another one had to send

their TB test down 5 times because they never could find it. Personally I had to send my TB test to HR four times the last time. This is unacceptable and make HR looks like fools. This is all at the district level. Confidential Management needs to be trained in what that means. Some need to be trained in leadership. Time clocks justification of time spent. How do you measure accountability. Managers that confront poor work skills and lack of work. On a side note, where Is (two names redacted). They have not been visible at all but yet they want additional help to do their jobs. Treat people fairly
We are encouraged to "lean in" and pursue passion projects, but often when I have, then I am told I am not respecting the hierarchy. But it is seldom clear who to go to for what. It appears that only people with an executive title or who are faculty have any voice, but this is not an conducive structure for shared-governance in practice.
I believe the morale of professors would improve if more full time professors were hired (especially when there is a clear need) rather than more mid level administrators.
Open forums on high profile issues Administrative responses rather than silence A complaint system that actually receives a response - I know several faculty who have submitted complaints through the online system and have never gotten a response.
1. Bring back a staff dining room at all 3 campuses. 2. Create staff socials before sporting events, theater events, or musical events. 3. Have a campus family day with rides, booths, food etc... or a family day at a Major League Baseball game, basketball game, amusement park etc... 4. Have a District or campus podcast where staff and faculty are brought on to discuss a vast variety of things from personal accomplishments, hard things they have overcome, teaching initiatives they have found successful. 5. Have round tables where individuals from across campus can discuss different ideas. 6. Have a KCCD social media page that celebrates student and staff success including athletics, music, theater, culinary arts etc and highlight and individual everyday. 7. Freeze individuals from email threads that verbally attack and or bully other employees in a group email. They should be reprimanded. 8. Encourage all areas of thought, political views, social views etc... Create a space where bold conversations can take place without fear of being cancelled. (Staff dining room) 9. Have a college hour that there are no classes and speakers can be brought in 10. Celebrate our successes 11. Have a staff social with food trucks, line dancing, karaoke, comedians, competitions etc... 12. Have coffee hours with the president or the chancellor or even the board. BC used to be a coveted place to work. People supported one another and enjoyed working together. We also had one of the most respected athletic programs in the state with leadership that was highly respected. Now we are a joke. We have allowed individual political aspirations to separate and divide us. Thank you for requesting a survey where true feelings can be outlined and solutions investigated. I believe we can change and can be better.
More involvement in professional development and growth from Human Resources.
Disciplining faculty who are found guilty of unprofessional conduct; HR follow up regarding false complaints and allegations; cultivating a culture of innovation that actually excited people about work and innovation; increasing funding for faculty professional development and conference travel; lesson playing of administrative favorites; not permitting faculty to teach ridiculous overload schedules
Do not promote those who consistently perform poorly. If a department is a mess, there is probably a reason, and it usually starts at the top. KCCD leadership tends to create initiatives and policies without consultation in any way with the people who work with students the most. This leads to an increased workload without any real benefit, poor management, and utter disregard for the students we purport to care about. On a more positive note, I am hopeful for the future. I believe hiring new leadership that has not been embedded in the district will allow for a fresh start and new lens. I look forward to seeing how things unfold. Thank you for taking the time to read my comments and concerns.

Each department has its own org. culture so this won't be easy and would entail multiple initiatives, events, communications, follow-ups over time. Start with the tone at the top and work down. A focus on work-life balance for all faculty, staff, admin, and students. Flexibility of scheduling and options for how time is spent in training and meetings. A focus on health and health initiatives. Allowing people the right to try and fail and try again. Deter the blame and shame mentality. Clear code of conduct and clear, concise (short) trainings.
Faculty, staff, and administrators need more chances to meet up for lunch, hold open forums, and conversations that are casual and not related to politics. Give us all time to mingle, attend positive/uplifting events where we can stop the distrust. This won't fix the problem of bullying faculty members, but maybe the rest of us could quit being scared.
Neutral leadership. I have young children and there are times that I disagree with choices or actions of their teacher. I intentionally do not discuss these things in front of my children because it undermines their teachers and creates animosity. My children never know whether I agree or disagree with their teachers because I remain neutral in front of them. If we stick to the mission of educating students by producing degrees we do well. Everyone can get behind that because we all love students and want the best for them. The culture at the college was the best when we stayed focused on that.
BC needs to continue hiring new leadership at the highest levels. We have had two open forums with the new president, both pretty low key, and people are already stunned at what it feels like to get to talk about actual workplace issues instead of being forced to go to scripted events where we learn about the greatness of dear leader, our magically increased FTESs, and our latest dubious awards, all while we chant our approval on cue. The people **(name redacted)** put into executive positions will ultimately have to be replaced because their relationships with employees are just too damaged to repair. As for the BC people she took to the district and then to the state, if you can, let her have them. She pulled them up because they are loyal to her, not to BC, not to KCCD, not even to education. As for the DO, I think that's harder. I don't interact with people there a lot, but when I do, it has been positive, so I am sometimes surprised at the vitriol aimed that way. I mentioned this elsewhere, but the distance makes it too easy to vilify people. I am not sure how to fix that other than with more interaction, but people are so busy, I'm not sure how that happens. I also mentioned an IBB training I did years ago; that was the only thing I was ever invited to that involved people from all over, so maybe more activities like that could help. Some more purely social events would be nice too, if possible. There are two areas I've never had major issues with but are always sore points for the greatest number of employees: HR and Business Services. We all know staffing is a big issue for HR. But HR offices everywhere are mistrusted because they answer to "the boss" and so tend to take management's side. If you let your HR office know you want what's right over protecting management and then let them do that work, people will eventually notice. No circling the wagons around bad managers or leaving them in place forever. As for Business Services, it may not be fair, but they have to be both very transparent and very good communicators. The Board is not an effective communicator on this issue because employees don't know or trust them. The repeated story of "no layoffs" due to reserves is just too long ago to be meaningful to most people, and we keep hearing how bad things will be and then nothing happens. That's California's fault, but to the average employee it has a "cry wolf" vibe. Clear, honest communication designed for an audience that doesn't know budgets that explains how these things work could go a long way to calming some people down. Employee sharing needs to be cleaned up. It often is not clear who is actually paying managers' salaries. Additionally, we have college admins who take stipends from the DO without any clear indication of what work they are doing while simultaneously questioning their employees' work ethic. These are not good looks and have annoyed a lot of people. Both

at the college and DO level, admins need to do a better job at responding to emails, OR they need to accept that those under them will assume not responding is acceptable and do the same. Finally, the front desk of the DO is often empty, and I have never once been able to reach someone via the phone numbers posted. Eventually, I luck out and someone happens to come in, or I find the number of someone else I know to get help from them. When it IS staffed, it is by rather unfriendly security. When I've said I'm there to see so-and-so, I get a curt response and then am left alone at the desk while security goes to investigate my story. At my work, anyone can come right into my workspaces. But the DO? I practically need a formal letter of introduction just to go to a meeting. Given the location and the crazy layout of the building, I can imagine some reasons for that, but friendly and welcoming it is not. I try to avoid it.
I'd like to see our deans and administrators be selected for their positions not because they're willing to say yes to everything the president suggests. We need deans with proven track records in their departments as both faculty and chair before jumping to a dean position. Additionally, our VPs should have more experience either within BC or at another institution. I think the lack of experience has resulted in problems on the campus. I also think our deans need to read and be familiar with the contracts that apply to their constituent groups. This is the document that governs our working relationship.
TRANSPARENCY between administration and faculty. We should all be working together and not against each other.
EEO DEIA Other initiatives that not only bring to colleges into compliance but also act as a leader in the state. Also though, not a leader on paper but a leader is substantive and sustainable change.
I think that college level administration and district administration need to get along. Stress, political plays, ridiculous issues all filter down to program level and it can change the way cinstructionh is managed.
The State Chancellor's Office applies AB 705 and AB 1705 beyond what the laws actually say. In a community with overwhelmingly low math and English proficiency rates among its high school graduates, our students and staff need a district with courage and moral fortitude. Abandon the use of throughput and tell the State Chancellor we will offer the courses our students need and demand in compliance with the law, not their unethical dictates.
An administration that doesn't ignore reality in favor of maintaining a narrative that supports an agenda
The over-emphasis on "The Rules' from the district on how things must be done needs to go back to the way things were. In our area we purchase specialized equipment and software. ALWAYS have major problems and hang-ups, especially with contracts. Our Vendors tell us we are the ONLY school in the Western US that has these issues. Over and over I hear "Our goal is to give students the best education possible," but I do not see that when the bureaucracy ties things up in miles of red tape. It's extremely frustrating! Just support us and let us do our jobs instead of making it overly complicated. or, if it HAS to be so complicated, have someone at the DO work these problems out, rather than putting it back on faculty. I AM HERE TO TEACH, not be a clerk, a purchasing agent, a contract negotiator, etc.
I miss having weekend retreats. Today, we only ever have Friday events. I think weekend team-building retreats would be wonderful.
Do less, just do the things that are important at a high level. As previously mentioned, we don't need more committees and meetings. Leaders just need to hold people accountable to do their job at a high level. Lastly, cut out all the fluff, we don't need to promote ideologies that are currently popular so we fit in with everyone else because public education is currently failing. If we want to do better than everyone else, we need to do something different!

Bottom line, I would like to see action. I have seen a lot of steps taken to perceive action without any substance. We give the illusion like we are doing all these great things with Committees, DEI, and other initiatives, yet it is a challenge to get the simplest of tasks done sometimes. The standards, rules, and processes are always changing. Every year I run into more problems with admissions and records when it comes to enrolling new students. This is one of the many hurdles I have witnessed in my time working at Bakersfield College. I would like to see faculty and coaches get evaluated in a stricter manner as it relates to student performance. Let the leaders manage their staff and hold them accountable. If there is resistance, address it and if needed eliminate it. Have a checks and balances method in place to hold the leaders accountable to their jobs as well. I believe this is something that should be in place for all departments including my own. We need to focus on the students and the substance of what is being taught. Public education, in the real world, is at a decline. The cost is consistently increasing yet is value is doing the opposite. People come to us to learn and find new avenues of success. As soon as we get away from that, which we have in our department, we become obsolete.
1. At BC, I wish faculty were given a generous discount on lunch and encouraged to eat in the Fireside Room together. 2. I wish faculty were encouraged to observe each other's classrooms once a semester. This is a fabulous way to learn from one's peers, but we need permission/encouragement to do so. 3. I wish there was greater emphasis on pedagogy, curriculum, and best practices in teaching. Professors are given zero training in these areas. 4. At BC, our classrooms are extremely depressing places to work and learn. We do not have a SINGLE window in our entire building. Everything is painted white, with harsh florescent lighting and dirty concrete floors that haven't been repainted or refinished since the 60s. The floors are filthy and are not cleaned unless we submit a work order. At the beginning of the semester, there were 17 burnt out light bulbs in my classroom, the soap dispenser was out, and the paper towel dispenser was broken. This does not communicate to the students that anyone cares about them or the learning environment. I wish we could paint the walls a color other than white. I wish there was a regular, daily cleaning schedule of our classrooms. I wish more trees and landscaping was added around the buildings. I wish there was more seating and study areas around the department for the students. The appearance of our classrooms and buildings tells the students how much we value them. 5. At the beginning of the year, I had to beg my department to loan me a laptop. I was told that the 2014 desktop computer in my office was sufficient. Our technology is extremely out of date. Our performance would be significantly better if we had upgraded technology like laptops and projectors in the classrooms.
I think we need a "Paperwork Reduction Act" (for those who remember what the federal government tried back in 1980). For example, we do an annual program review, while most CCCs only do a three year comprehensive review. Also, we do four Starfish student surveys a semester. The last survey is not useful since it is past the final drop date and those students who are still in the courses were already made aware of their progress, or lack thereof, and given the choice to drop or stay in the course. Also, hiring and evaluation committees should always be reduced to the minimum number of members required by state policy. We professors want to get back to teaching.
I recommend we continue on our current path.
More collaborative work between departments, schools, and disciplines. More visibility what department groups are working on per discipline, course developments, and new program proposals - before they are finalized.
See above
Hire a **(job title redacted) (comment identifying a person redacted)** that has a moral compass, has integrity, that can work well with others and has the ability to have a working knowledge of contractual rules and regulations.

We have gotten away from teaching our students, expecting hard work and maintaining rigor. Students need to come first from an educational standpoint. I understand and am happy that students are provided services here, but I feel as though we've become Social Services rather than a college. We need to raise our expectations for the students and help them be functioning members of society, which is what will ultimately and permanently help them in the future. I am an instructor, not a social worker. I've never been trained as one, but feel as though much of my job requires me to do so. We need to show students the value of hard work and self-worth. We need to get away from all the labels and just be people. It would be nice if the goals and expectations of faculty and administration were more aligned. As a district, we have too many irons in the fire. We need to realign our focus with student learning as the main focus. I was once at a conference where others that I met asked me where I was from. I said Bakersfield College and their response was, "Your campus does too many things. You should do only a few things and do them well."
Legitimate and mandatory team-building activities for everyone on campus - all departments, all employees, all faculty. Professional development opportunities to engage with faculty with differing political ideologies or at least a reminder to all faculty and staff about our main reason for existing: students and their education.
BC President Fliger has already begun to address specific things that are certain to improve morale, such as ending the 7a.m. to 11p.m. Friday closing day/graduation endurance hell, though that won't be implemented until 2025 (no fault of his). I hope for a return to FCDC meetings occurring during the week and not on Friday mornings. I long for FCDC meetings that are more productive and less of a repeat of information already known or broadcast. Chairs already have too much work, so it is super frustrating to attend meetings that waste time (hearing information we already have and losing precious hours better spent on other duties). People at BC are going crazy when dealing with Admissions & Records and the Drop Forms or Add forms, etc. Chairs are not getting clear information and/or the information keeps changing. That being said, the idea of having paperless forms with routing of fillable documents and signatures required each step of the way is something they are/have been working on. I fully support this as an opportunity to improve morale for all—A&R employees, department chairs, deans, and students. I recommend better training of management. Those entrusted to such positions don't know and/or ignore the employee contracts. It would be cool if the training would happen with all levels of employees invited so that all hear the same information. We have some good people in the lower management positions, but many who were relatively quickly elevated to higher positions weren't especially ready to deal with personnel issues, at least not in an effective or efficient manner.
Get rid of faculty that are allowed to treat their coworkers with disrespect and hostility while trying to get rid of their bosses when they are held to standards and told no! These people are ruining Bakersfield College and the morale that we could have. It's exhausting to deal with more problems and they don't want to be solutions. Get out of the bubble of hiring old assistant coaches, and branch out to get best possible candidates for athletic coaching positions. Get rid of behind closed door deals.
Increased transparency and integrity. Open forums. Reviewing culture. Many have expressed fear in filling out this form, speaking out in meetings or forums, or asking questions will results in disciplinary action including dismissal. This fear is substantiated. Diversity of thought is often not appreciated or welcomed. It will take work to transition out of this place of fear and move into a engaging and trusting environment.
Keep all students in mind, not just certain groups. Focus on student needs and ensure each conversation, event, or meeting begins with a positive affirmation of our mission and values. Remain politically neutral rather than trying to advance certain agendas.
More diversity training for all employees would help create a more inclusive environment.

Great transparency in decision-making. The district should have a clear, public organizational chart. AuR's should mean something. Acknowledgement of those who have worked hard to support BC's success: Jessica W., Ashlea Ward, Steve Waller, Carla Gard, are carrying this college while others just ride their coattails.

Joe Saldivar introduced the Chicago Principles which I think would be a good start for BC/KCCD to approve. There MUST be space for diversity of thought and ideas and the Chicago Principles could provide a foundational commitment to creating space for that. Some kind of open forums or mediated/facilitated sessions could help provide a meaningful space to have actual discussions, I am absolutely amazed how nothing is meaningfully discussed.

Administrators need to drop the "we are your overlords" attitude toward faculty and staff. When I was hired, I was told over and over again how BC emphasized collegiality and shared governance, where administrators listened to faculty input and actually CONSIDERED THEIR FEEDBACK before implementing changes. That hasn't ever been the case here, especially during President **(name redacted)** tenure where we were simply told changes were being made and that we had no choice but to do her bidding. If you want staff and faculty to sour on the college, her "just ask for forgiveness after the fact instead of seeking input and assistance up front" attitude is the quick way to accomplish that. When an audit revealed how top-heavy our college is (way too many administrators, the report suggested approximately 1/3 of those positions were unnecessary), administration did nothing. They protect their own at the costs of other college staff and, most importantly, the students. Also, and perhaps most importantly: stop chasing the grant money! We are constantly forced into initiatives we want no part of because some admin decided two years of grant money sounded great. Then, when the money runs out, we have to drop the initiative and move on to the next shiny (grant-money-supported) experiment. It often seems that we make changes just for the sake of making changes. That's why we ask "Will this still be something we're doing two years from now?" If the answer is probably not, then don't expect faculty to enthusiastically support those initiatives.

Parking is a constant problem. I have had to return home on two occasions because after circling parking lots, I could not find one parking space. Students as well were experiencing the same problem. I will not park far away at University and Mt. Vernon. Return the bookstore on campus. It was great to walk into the bookstore on campus to check on textbooks. I had students who had to buy from other colleges because it was not available online. Construction projects have certainly been disruptive to the campus for a long time. The completion of construction projects would be great to get back some normalcy to the campus. One last comment. It has been very difficult to reserve a meeting room for meetings. Maybe hire another person to make sure event scheduling requests are handled in a more expeditious manner. Overall, BC is an excellent institution and is always seeking to make improvements where needed. I have to say that the leadership has somewhat declined since President Christian left to Sacramento. She had an engaging leadership style that will probably be hard to replace. She cared deeply about everyone's success and kept on giving back to students, employees, and to the community. I would challenge the current president to do the same.

There needs to be more consistency, transparency, and policies set into place. This will both protect and empower employees.

If money were spent to fulfill all program review requests instead of spent on administration and food for numerous meetings, this would be a completely different campus. Departments fill out annual program review reports outlining exactly what they need to increase student success, and yet many requests go unfulfilled year after year because of an insufficient amount of funds returning to the campus. The best way to increase employee morale, engagement, and performance is to increase funding and to listen to departments/faculty about how it should be spent (as outlined within the

program review reports) so employees and departments can offer students the quality education they deserve.
See my responses to #1 and #2 about the Districtwide Budget Committee. Morale improves when there's trust and respect.
More accountability for the budget office and HR. There are so many layers and complexities. It honestly creates greater barriers to equity and student advancement.
Hiring more "boots on the ground" faculty and student services personnel, not more admin. positions. Funds should help to make the workload lighter to decrease the burnout that we all are experiencing.
Hopeful but not optimistic with the same group of administrators. Needs radical changes in the Corporate structure to restore harmony and collegial cooperation.
I feel as if the Deans and above are disconnected from the departments. There are a lot of other admin level assignments for the Deans that take away from the everyday department management and addressing of issues timely. The college initiatives do not always align with CTE programs or the goals of our students. We are often left to push a college agenda on students who are not interested. It is difficult to grow programs, and enrollments, when we are limited on space available. Also, working with A&R and not having written set processes in place has been extremely frustrating for over 8 years. Not a semester goes by where we are not having to go back and forth with A&R on enrollment issues. The biggest hinderance for our students is enrollment processing. Even with faculty, department chair, and dean approval on forms.
Speaking for BC, slow things down, focus on several projects, and do the REALLY well. Too many years have been spent piloting and pioneering. Our students are those who pay the price. Listen, celebrate, and empower the employees to be innovative but also dependable and reliable. Quit trying to shove everyone (student) into the same mold. Allow for students to be unique, find their path, express themselves, and pursue education that is meaningful. They aren't all transfer or degree students. And, that's ok. They aren't all ready for college, academically, emotionally, financially. Let's focus on that. Let's be accessible, not directive.
Even when state law appears to give administration power to dictate terms on 10 1 issues, the administration should choose to avoid using such powers against the clear wishes of faculty groups. Unfortunately, this requires those in power to actively give up the power they hold and the incentives of the system work against this universal good. Those incentives should be fundamentally changed by a reorganization. Every administrator should be subject to a recall vote in the academic senate and if recalled, could never serve in the district again. Every administrator position should have its duties clearly defined in a public document and each office should be responsible for an annual report demonstrating they have been fulfilling these duties. Ideally, accusations against administrators should be handled with a "guilty until proven innocent" mindset since their professional activities should be well documented at all times. If they are effectively doing their jobs, evidence should be abundant and easily available for review.
It's so bad I don't actually know how to fix it. Most of the faculty I know are just too emotionally tired to engage and have withdrawn from committee work and engagement.
The signs we have on campus are very bad. There are signs that point you away from a building that you are standing in front of. Fix the signs.
This is the rest of my answer from #1 On another note, I am honestly afraid to send emails to my Dean. I respect this person and most of the time this person is supportive. But when it comes to emails I have been bullied over zoom by this person. My significant other even came into the room one time and said "what is going on" based only on what they heard of my side of the conversation. Administration is so worried about language that promotes and "us against them" mentality but that is what the administration produces with how they treat people and talk to people. I sent an email (I thought) to my department chair recently that was more casual in nature and immediately realized it

also went to my Dean. I lost my mind running around figuring out how to recall it. When I read the email to my significant other they said, "how is that a big deal". I had to say it was too casual and that I feared I would be called into a meeting with the Dean to talk about it. I absolutely believe we need to be professional in emails--100%. But I have been corrected and spoken to about the smallest things that the Dean interrupted differently and was not even able to express my opinion and intention. I also have completed processes the way I was told to by the Dean and then told that if I had a question I needed to communicate so that things would be done properly. That is exactly what I had already done. And when completed the way I was told to--I was then told I did not do it correctly and need to improve my communication. I have excellent evaluations and I am a successful professor at BC. But I do not feel supported outside of my department and sometimes not by me Dean. I know this person tries--I know they do. It is challenging to come to work sometimes. One other issue involves funding. It seems as if the right person in authority needs to see you or your project as worthy in order to be given any funding. We all try to create opportunities for our students and I just wish that BC cared more and was willing to show it financially. We say we first and foremost care about student success but often I feel like we are running a business (which I know is also important) and student success is definitely second or maybe even lower. We are okay to have frequent Lavender lunches (which I support and know we are trying to support anyone on campus) but we cannot give even a single dollar to student projects and opportunities. I realize money comes from different "pots" but it goes back to what I first said in this paragraph. Someone has to deem you as worth it. Most of the time at BC I don't feel "worth it" in anyway. I hope you will forgive my less than polished response. There is so much more I want to say and so many things I wish for BC. I have given my heart and soul to this college and want things to improve. I want to stop living in fear. I want to be proud to wear my BC clothes and represent a school I love. How I would like to chant again "We are BC". Right now I could only say "We were BC".

BC-KCCD is too political and Machavellian. It needs to cut ties to the outside political forces and get back to focusing on students. **(name redacted)** was in bed with **(name redacted)** to secure the Measure J Bond which gave her a trophy for her resume and let Bill select AECOM which selected the builders and that kept conservatives at bay while **(name redacted)** climbed into bed with **(name redacted)** via her proxy organizations from FIEID to Kern Sol News and Building Healthy Communities. KCCD continues to direct funds to these **(name redacted)** proxy groups and via the new Cesar Chavez certificate - a paper that provides absolutely no real skill to students - we arrange for students to be drafted into **(name redacted)** political machine. **(name redacted)** allegedly pressured employees into campaigning for Measure J (while on the clock) and then to campaign for **(name redacted)** for Trustee to continue controlling the Measure J funds for **(name redacted)** /AECOM. **(name redacted)** allegedly promised Indian doctors the Ghandi center in exchange for campaign donations for **(name redacted)**. It got **(name redacted)** $80k and then **(name redacted)** used Covid money to build the Ghandi center–hows that for transparency? **(Name and identifying situation redacted)** The excessive politicization is disgusting. Get out of bed with **(name redacted)** /AECOM and the building projects (now the student dorms, what next?), and stop funding **(name redacted)** proxies and using the campus as a means to radicalize activists for her machine. Stop the left right politics. Just get back to teaching students. If you really want to fix KCCD, you need to look at the observation of Aleksander Solzhenitsyn who wrote about a similar culture that had emerged in the USSR. He wrote: "We know that they are lying, they know that they are lying, they even know that we know they are lying, we also know that they know we know they are lying too, they of course know that we certainly know they know we know they are lying too as well, but they are still lying. In our country, the lie has become not just moral category, but the pillar industry of this

country." Solzenitsyn might as well have been describing Bakersfield College and the Kern Community College District.

1. Return power and decision making back to the people who are impacted the most (students, faculty, chairs, and deans). a. As stated above, everyone is running scared as hiring, curriculum, course offerings and scheduling have now become strictly a top-down approach. Vice Presidents make offers to new faculty whose screening committees have previously rejected, candidates who do not meet minimum qualifications are offered positions because some administrator says the letters behind their name are the only thing that matters, and positions are forced down some departments throats just to meet quotas or budgetary expenditures while other departments who desperately seek a position are rejected and ignored without explanation or cause. As a result, employee morale has never been lower, animosity and disrespect among colleagues have never been higher, and violations of our mission, principles, and ethics have never been greater. 2. Return our focus to an institution of higher learning. a. There is absolutely no doubt that there are faculty and students who have it better or worse than others, but terms like student learning, rigor, student success, transfer, and accountability are no longer part of the ordinary language and nomenclature in meetings or college forums. Instead, those words have been replaced by the direct opposite. However, what I will tell you is that education (real education which means learning study skills, how to think, developing critical thinking and analytical skills, establishing a work ethic, understanding time management, and being held accountable, etc.) is their key to success. However, when one focuses on money or funding over student learning, FTES and DE over rigor and equivalency, social justice or demographics over student progression and future preparedness, and warm bodies pretending they are teachers in a classroom over competence, leadership, and student engagement, we have clearly lost our focus and something needs to drastically change. As a result, we must absolutely rediscover our mission and return our purpose to that of an institution of higher learning and escape from what we have currently become. The false narratives that we now accept as success and the remedial data that is somehow no longer defined as failure have infiltrated our core values and distorted our standards and what is adequate or acceptable. While this may make some feel better, it is our students who are paying the ultimate price. 3. Attempt to move from a place of political divide, personal prosecution, and emotional intolerance. a. There was once a time where we would have heated and spiritual debates at committee meetings and academic senate gatherings only to go out for a beer immediately after laughing as to how we were all on the same side and only wanted what was best for our students. Wow, how those times have changed. We now chastise people publicly over email, fight for terminations when someone disagrees, and we even personally attack one another at committee meetings because we're so passionate about our cause that we've forgotten that we're all on the same team. Please understand that I don't claim to even know how to begin to resolve this issue at the district or even college level, but this is literally destroying KCCD and all its colleges from the inside out and what we've worked so hard to establish as one of the premier community college districts in the nation. I can only hope it improves sooner rather than later. 4. cont.

1. 360 evaluation of administrators by their entire staff (not who they hand pick) 2. Staff appreciation events 3. Be on campus and present at choral, theater, drum-line, athletic events vents 4. Have open forums 5. Randomly set appointments to meet with people from all across campus or district 6. Have employee of the month luncheons, or department of the month 7. Have more campus or district wide service opportunities 8. Have a "college day" where you bring in a headliner, have food trucks, competitions etc to build campus spirit 9. Have a college hour where everyone can go to a speaker etc.. 10. Have a staff dining room Thank you for an opportunity to be heard!

Hold the administrators accountable for their bad behavior, protect the people who are being discriminated against and stop blaming victims.

Addressing this complex issue feels like grappling with a million-dollar question, one for which I wish I had a definitive answer. However, one potential avenue for progress, one that holds the promise of growth and learning, is to cultivate more meaningful interaction among faculty members with diverse ideas. When discussions occur solely on social media platforms or when viewpoints are only transmitted second-hand, it becomes challenging to effectively address underlying issues. As the New York Times journalist Nicholas D. Kristof astutely notes, "There's pretty good evidence that we generally don't truly want good information—but rather information that confirms our prejudices. We may believe intellectually in the clash of opinions, but in practice, we like to embed ourselves in the reassuring womb of an echo chamber." Thus, fostering direct and respectful dialogue among faculty members with varying perspectives is essential for overcoming this tendency and facilitating genuine understanding and problem-solving.

We need to take a critical look at the early college program and make changes where needed.

I think a few things that would improve morale, are the open forums that the chancellor and president are currently conducting. I like seeing them stand in front of staff and faculty and field the questions. Another thing they could do is be more present with the staff and faculty. Our previous administration would often speak of supporting rural areas but would never come see the work they were doing or truly support them, so a bigger presence in rural areas would be nice. I also think more transparency on hiring practices would be great. They used to send out announcements of position changes if people changed roles, but now we do not hear anything and are left with having to look at board documents to understand what is happening. Another thing that would change would be some type of opening day gathering through the semester, especially for those staff who work off-site since there is a feeling of disconnect with the main campus since we are only there for meetings.

I really appreciate that the chancellor is reaching out to hear from us individually. Actively listening is a good first step. Here is a minor example. The faculty/staff lunch room was removed some time ago. In August 2023 during a speech on Opening Day, a math faculty member receiving an award called for a new faculty/staff lunch and collaboration room to be created. Nothing has been done. There seem to be a lot of initiatives that are being forced down from above, with no input from the "boots on the ground" professors who are tasked with carrying these ideas out. Lots of money is spent on initiatives that seem destined to fail or that have no true support at the classroom level. BC needs to get back to the basics of teaching and helping our students. Years ago, a black man was hired with a role of mentor / "father figure" to black students. He is no longer with BC, but I really liked his message of developing real relationships with students and supporting them individually instead of simply promoting a bunch of programs. Suppose a professor wants to use a piece of computer software in their class. The district has relatively recently created a rule that the software company has to sign a KCCD license agreement. Imagine every district in the country demanding that Microsoft or Apple or an accounting software company sign their own district legal documents. Very few companies are willing to do this! The end result is that many pieces of software that are critical or beneficial to our students' education are effectively banned. I understand that the reasoning behind the rule was well-intentioned, but this rule must be removed for the benefit of our students.

Less emphasis on political and cultural agendas which inadvertently exclude certain categories of students and more inclusion of all students. Continue soliciting feedback from all stakeholders and truly listening.

Fire most of the leadership and start over. Get back to education. Dear Chancellor, I do not know you. I hope you are a stand-up guy, a man of integrity. I am not naive. You do

not become a chancellor of a college district without knowing how to play the game, say the right buzz words, and know powerful people. I do hope that this culture survey is not simply for show. I hope you and others who go over these results do not mock or belittle comments from employees that you disagree with. That is a lot to hope for. But we will see. I hope you can be part of the healing that needs to take place within this district and at the DO. How you can achieve this, I do not know, but this survey, if heartfelt, is a step in the right direction. But I wish you the best. Congratulations on being hired to be our chancellor.

Returning support staff to instructional areas. DA III's used to be housed in the department in which they served. Then they were moved to be with the deans. This might require hiring more classified employees but would humanize often empty hallways/buildings and help the department chairs, faculty, and students. A permanent, dedicated faculty/employee club/room (open from 7 AM-10 PM). Company/Employee BBQ's or picnics or events that get everyone together socially. We've prided ourselves on being a "family" but seldom see each other...no basis for a fulfilling working relationship.

With COVID, we, as an institution, quickly provide remote access to students. As we returned to work, we noticed that the models at KCCD are outdated and do not align with the evolving needs of students or the well-being of staff. This semester, 62% of student counseling appointments have been conducted virtually, indicating a shift in how services are delivered. This data suggests a pressing need to implement a more flexible work structure, such as a hybrid model, that allows for a balanced approach to work and home life. This adjustment would not only better serve students but also acknowledge the mental health needs of staff by offering options for remote work. A critical aspect of employee morale is ensuring employees feel valued. There are discrepancies when individuals are overlooked for positions they are qualified to perform but cannot move into higher positions. There is too much favoritism. One method to stop this is to monitor how hiring committees are formed. To foster a more accountable and transparent environment, deans and other administrative leaders should be subject to regular evaluations by their staff. Additionally, implementing term limits for deans would encourage a more dynamic and less entrenched leadership structure, reducing the risk of stagnation and unchecked authority. These changes would signal a commitment to employee feedback and create opportunities for new leadership and ideas.

Bakersfield College: Student Worker

As a student worker that works for KCCD, I believe that students should have access to KCCD workers parking

More advertising and networking for plays and concert events at BC we need bigger tun outs

I think cross-training would be an incredible tool to help encourage each department to understand each others' responsibilities and create a cohesive team.

Take time to do the background checks before hiring someone. It's a waste of everyone's time.

Each department should have students take a survey surrounding the kind of environment that their professors contribute to. For example, the history department should have their own survey apart from the philosophy department. With these results, the authorities can know which departments are in need of further sensitivity training.

Culture is very difficult to change because it takes time and consistency. I think it starts with diversifying the employees and also changing the systems that were founded on white supremacist/colonial thinking. It would be amazing to have more communal mentorship and interpersonal relationship discourse.

I'm not sure if this already exists, but maybe having meetings with different departments all together where they would all discuss how they work together. I also believe that the process of hiring professors should be looked into. Their values and

morals heavily impact their connections with students and the culture in the classroom. I, unfortunately, had to take a class with **(faculty name and specific situation redacted)** In addition, many students say he marks off points when students write something that doesn't align with his conservative views.

Like more appreciation

Incentivizing.

Fire all the racists and bigots

As a student worker I can only suggest being granted for than 19 hours a week to work.

I think student workers should be treated better. I think they deserve a raise too because they work just like everyone else. I think in the future there should be more respect and professionalism because there are times when emotions run high and there are arguments in between colleagues. I think there should be a higher level of professionalism and it goes back to having effective communication and respect. I think there should be meetings that include student workers and I think that there should be team activities that require everyone to work together.

Changes that can be made is more explanation to student workers and employees of the rules and what behaviors are allowed.

Open forums of discussion. Clearer channels of communication and reporting. Without reprisals.

An increase in the maximum allowed hours worked per week would benefit many student workers. Meetings or orientations (non-formal) at the end and beginning of the semester have a positive impact on all workers.

Bakersfield College: Temporary Employee

Clear pathways toward permanent employment for temporary employees, or possibilities in turning temporary employment positions to part-time or full-time classified staff positions to retain high-performance in various offices that heavily rely on the labor of temporary employees. More oversight and evaluation of managerial positions that includes further context from employees within that department or program regardless of their employment status.

Unless **(name redacted)** is removed or given a zero-tolerance policy nothing is going to change. He knows that they can't discipline him and doesn't fear anyone as even claims shared with the school board go nowhere.

I think what would enhance the overall organizational culture at KCCD, to impact employee morale, engagements, and performance, is to start reaching out to departments to build rapport, know each departments needs, and to learn people's roles. From there I believe it will start an opportunity to open up since everyone has their own insight, perspective, and definition on what will make a difference for them. I also think adding more updated staff facilities and awards would help as well. For instance, at google they use a rewards program that offers experiences to employees by rewarding their efforts everything from dinners, local discounts, cash/non-cash rewards, job bonuses, or monthly shout outs.

Meaningful leadership.

Better salaries and benefits are very important to employees, so employers need to invest on employees and that is the best motivation.

I would love to see further professional development opportunities for professional experts on our campus, if there already are opportunities I would like to see those being further promoted to professional experts. Fun community events, networking events, basic training regarding professionalism and how to navigate challenges in the workplace. Our professional experts help departments and programs a lot on our campus and I would love to pour into them by seeing them have more opportunities for growth.

Bakersfield College: No Employee Type Provided

1) Equity and Inclusion- not just talking about it. Making it true. 2) student supports- more therapy and group sessions to help students cope. 3) consistent accommodation and work practices. Not all are treated the same. 4) training for classified 5) training for managers 6) required online education for teachers to teach online. 7) required training for mandated reporting, evaluating, and accessibility 8) ensure managers reply to their faculty and don't ignore them. 9) ask faculty to put students first in scheduling 10) showing appreciation for people 11) make sure the exec team does what they say and support our system not just divide people and ignore peoples needs. 12) listen to professors about the climate we have with students and in the classroom 13) help people be happy in the job again by making this a place we no longer fear. It isn't safe for some of us. This conservative county is fine. Higher education should not bring a cult of hate into all our meetings, processes, and procedures. 14) appreciate the classified and give them support. 15) appreciate the directors and deans through having thier backs instead of making side deals with friends.
Mentorship and extensive training for new management and new staff. Both, I feel are equally important. New people should receive the support they need to grow.
First amendment training. Embrace merit. Create a series of events hosted by the Renegade Institute for Liberty that demonstrates the merits of opposing views, showing the community how to engage dissenting views. Stop promoting services to groups based solely on immigration status or race. Focus on economic challenges because those transcend immutable characteristics. A rising tide lifts all boats. Change the EEO plan to emphasize merit as opposed to proportional hiring. They're no mutually exclusive! Change the current hiring committee training. It literally encourages people to disregard the 14th amendment, constitution, etc. saying we have a responsibility from our state legislature, despite the law, to ensure diversity in hiring. In my department, our last all of our last several hires have been minorities, but we hired them based on their merit. They earned those positions.Suggesting they need to be given extra consideration because they're minorities is in it of itself racist. Expose the truth about what has been happening so the hostility against those falsely accused ceases. Stop promoting and protecting those who attack others into silence: **(17 names redacted)**. Instead; hold them accountable.
Treat everyone with professional respect. We need to change the culture of everyone except administrators being treated so unprofessionally. I have never seen this anywhere else so severely. It seems that support staff have been trained to disrespect the very people they should be supporting.
While cross-collaboration is important, we also have to respect some departments and programs staff. There's in an expectation that all departments/program support SID and Summer Bridge. There should be dedicated staff in place to support these initiatives, often we are stretching staff thinly and we are loosing focus on quality experience for the students we serve. I think we could do better in bridging and building better community amongst staff, faculty and administrators perhaps a gathering specifically for all of us. Workshops that tailor health and wellness, supporting your team, etc.
** I think that all three colleges should work closer together to streamline process so all of the staff feel like they are doing the same work across the district. This would help since all three colleges have their classified do different functions and some do not do any of their job description. This would boost the employee morale. * More cohesive team building exercises for admin and classified. * Provide a districtwide event annually that all three colleges close to foster a retreat for everyone to network and get to know others. ** There needs to be admin who hold their classified staff accountable for the job they are in. As not all departments hold their classified staff to the same standard. The colleges are all opened to the public so why do some departments still allow their staff to work remote? ** Creating a safe space within the colleges and district that the executive team and chancellors team can demonstrate how the college can become a

cohesive, collaborative, positive, and innovative environment everyone wants to be a part of. ** Having a transparent leader, whether that be at the college, in a department, or at the district office. It all starts at the top and when something is shared with us that will be done, then we should be able to count on the leaders to fulfill. **
Anything that addresses the issues outlined in the first question.
Cerro Coso Community College: Adjunct Faculty
Higher pay for adjuncts would be a positive step. Pay has not increased in many years.
I do not see any need to say. Thank you.
A once a year District wide social gathering like a Christmas party that includes employees from all affiliate Colleges.
General personel and campus activities take place in Ridgecrest. It is great to have Chancellor Bloomberg making a visit to ESCC this week!
I don't have anything to share that addresses improvement needed. As adjunct and online I feel very connected to the college and my department. If I was on campus regularly I may have other experiences that would help me address this question.
none at this time
Cerro Coso Community College needs expand sports event included, soccer, tennis, handball, pickleball, football, and other sports to attract more students. I see very nice fields and courts, but I hate to see that area not be used. Some of friends in town are looking forward to participate in sports as well as education. No sports mean less students. Thank you.
Appreciation for all employees and not segregating adjunct faculty
To improve communication, it's important to provide regular updates, professional development opportunities, recognition and appreciation, and promote collaboration and teamwork. Additionally, offering flexible work arrangements, encouraging open feedback, and creating a culture that values diversity, equity and inclusion can help to create a transparent, supportive and inclusive work environment. These efforts are aimed at boosting morale, engagement, and overall performance of the team.
Cerro Coso Community College: Classified
I would like to see a more clearly defined organizational structure presented District-wide (and also at the college level) so that it is clear who does what. It should also be clarified if the **(job title redacted)** position will be continuing after the current contract has expired, as that alone has caused terrible strife across the district, even among DO administrators.
More people. Some of our areas are severely understaffed. More classified would mean more people to do the work and a larger pool of people to sit on the various committees.
I would love to see a more diverse environment. I would like the deans and directors to stop holding their staff at higher standards than they hold themselves. I believe that a supportive working environment leads to higher performance. If staff is appreciated and allowed a little more flexibility, morale will increase. Many people are here because of the pay or insurance rather than the reason that brought us in the first place which is to help support students on their educational journey.
The most important thing that would greatly improve employee morale and engagement is fair pay. The majority job descriptions across the District have not been updated in over 20 years, which is far from unacceptable in such a dynamic educational system. Adhering to the principle of what's done at one college is the same for the other two is archaic. All three sister colleges are incredibly different and have vastly different needs down to a day-to-day operational scale. Tailoring guidelines and job descriptions that reflect the uniqueness of each college seems like a logical step to those of us who operate the colleges on a daily basis, rather than lumping employees across the district in one general category. Most classified employees operate far outside of what's listed on

their job descriptions everyday and according to the classified contract the "other duties as assigned" note is not supposed to be more than 5% of the job. For some, most of their job is other duties as assigned because nothing as been improved in ages. Additionally, it would be wonderful if classified staff had more opportunities to be involved in college affairs in order to have a better understanding of district operations and thought processes. Certainly, there are things like classified senate that aid in presenting college operations, but district operations are little understood amongst the classified majority. All in all, having a happy classified and faculty staff is what is going to improve college enrollment and retention. We act as the faces of each of the colleges, not the administrators and not the district. Classified and faculty are the ones who impact students' lives on the daily and the students are the reason any school system should do what it does. So to better the group of people we cater to, it is essential to have an empowered classified and faculty system.
Employee morale/performance: Fast food workers are now making $20 an hour. No college employee should be paid less to or equal to that of a fast food employee.
Reclassify job descriptions with the actual roles and responsibilities. Boost morale. Employee incentives. Compensation for people who sit on hiring committees. Open communication. Handle underperformers.
HR (across the district) needs to be more transparent with employees. The DO could improve communication with all the colleges. Maybe 3 classified representatives from each college could get together for a monthly meeting with representatives from the DO to increase this communication? I would discuss maybe getting pay raises, but I know that needs to get negotiated in the contract, but pay raises from good employee evaluations would definitely help employee morale! Thank you for asking for input!
Conflict Resolution Mechanisms: Implement effective conflict resolution mechanisms to address issues promptly and fairly. Encourage open dialogue and provide support to resolve conflicts in a constructive manner. Feedback Mechanisms: Establish feedback mechanisms where employees can provide input anonymously if necessary. Act on feedback received to demonstrate a commitment to improvement and transparency. Recognition and Appreciation: Recognize and appreciate employees for their contributions openly and regularly. Feeling valued and acknowledged enhances trust and strengthens relationships within the organization.
We are placed in positions that help positively impact the students we serve, which also trickle down to our communities in which we serve. I strongly believe that getting all professional staff involved in activities that promote the institution is important to creating an environment of inclusion and acceptance for our students. Students we serve can gain a stronger sense of confidence that they can seek someone they know and trust when there is confusion with accessing resources. Involving everyone within the institution in participating in events conveys to students and the community that we genuinely care, and we are here as a team to guide students along in their quest of seeking a higher education. Especially when they can do this in their own hometown instead of seeking other avenues.
Hire more classified staff for the departments that need it (Office of instruction, office of student services, M&O, library, and probably others I'm not aware of). Work with the unions to provide the same pay increases across all employee groups (e.g. faculty, classified, and admin all receive the same 5% COLA). Ensure that pay is appropriate for the work being done. Revise the job descriptions and pay scales as positions evolve in a more timely manner.
I think some changes at the DO level would be support from contracts that provide specific feedback on why something is not approved, or ideally, just cut us out as middlemen, and contracts work directly with vendors on details and approvals. Professional development specifically for classified and employee morale initiatives.

Due to past district leadership and current college leadership, it is difficult to ascertain what decisions come from the college, and what comes from the district. It seems that everyone is unhappy everywhere. Where do we start to fix global problems? Increasing communication and facilitating collaboration opportunities would be helpful. Standing hours for meeting with classified employees would be helpful. For example, a monthly or quarterly meeting with rotating classified employees to meet with the district and other colleges. There is a huge web to untangle, so the best suggestion at this time is talking to people to identify the causes.
pay raise
More opportunities for employees from different schools/campuses to connect (seminars, galas, ect.) Just events where we can come together as a district. Also, someone from the district should speak to new hires as a "welcome/informational" meeting. When I was hired I wasn't really given an orientation or training, I just was put to work. Which was fine, however a lot of things I had to learn on my own.
Having some type of trust building exercises but also transparency to build the trust back would be so wonderful for our institution. Out institution was a wonderful place to work at and be proud of, but I feel the lack of transparency, the arguing back and forth due to the "us and them" mentality have truly harmed our institution
Employee Moral: Classified employees should be paid more. If classified staff is not paid more, then partial remote work should be considered. By allowing employees to work from home once to twice a week, it elevates the financial strain to the employee, this could also help to reduce stress. We need to trust that our time is correct. A new system for reporting and recording vacation & sick leave is needed. CSUB has a fully computerized system that KCCD should consider. We still use a form and frankly, we should be more technologically advanced by now.
It's truly hard to say. I've honestly been feeling quite burnt-out having been met with nothing but resistance to change for over a year now. How does one promote and encourage another individual to sincerely want to see change? How does one overcome long-standing resentment rooted in personal grudges outside of Cerro Coso? I does one make another person receptive to being more empathetic? Smiling, going out of my way to say hi to my coworkers, consciously commending others on their hard work, and reminding everyone that I'm always available to help them has, unfortunately, to my estimation, been fruitless. Make no mistake, having said this, please know that I will not alter my approach. In jest, I often say that "I hate the job, but I love the work." So I will continue to do the work, but I don't have much faith that things will change because I don't see a desire or a willingness to make things better.
More oversight - especially on the satellite campuses. And by that I mean regular visits of higher management, but - that alone won't be enough. I also want the opportunity for more feedback. Anonymous feedback - so as to being protected by retaliation. Perhaps there could also be more mandatory training for people in charge of others? While I am all for promoting people from within (I hope to move up the ladder too) I don't think we are always promoting people who have the right kind of training or experience. Perhaps we can support people in house by offering more leadership/management/other training in house? I mean, we are an institution of higher education - we have people who are experts in teaching subject matter related to professional development. For example, why do we as a Spanish serving institution not offer something as simple Spanish classes for staff and faculty?
Better training for staff and managers.
i think there should be more employee growth opportunities. For instance, it's difficult for a classified staff to become director, as there is little chance for a classified employee to obtain management experience, which is required for a director position. In turn we hire outside people that qualify as a director with no idea how the college works. There should be more job opportunities to allow classified staff to work up into those positions.

This will create a sturdier work structure and, I believe, a happier classified staff environment.
I think that it should be required for all management to take skills courses prior to taking the job regardless of prior experiences. It needs to focus on proper communication, task assigning, and learning how to support and encourage staff. This needs to be done to ensure all management is supportive and the college is a place where people want to work. If you improve the climate in the college the students will be drawn in and the positions will be less vacant. Use tools to evaluate performances of all staff not as a punishment but as a way to build them up to be better. Let's empower the staff from bottom to top, build the strongest foundation.
Having cultural competence training as part of onboarding would be ideal. Given the demographic in my institution that would make me feel more safe knowing that my colleagues received some sort of cultural competence/awareness training. Additionally, I would like to see more diversity in upper management.
I believe we receive proper recognition throughout the year for the work that we do. Performance incentives might help certain employees.
Communication, communication, communication! Having transparency in communicating and encouraging each other at each level of communications when having conversations.
I think having collaborative engagement events for all employees maybe once or twice a year would be nice. You see so many faces but do not actually know what anyone does. In a lot of cases you find that these people actually help you in your own job roles.
My recommendation to enhance the overall organizational culture at the Kern Community College District and positively impact employee morale, engagement, and performance, implementing the following changes or initiatives could be highly beneficial: Once-a-week Remote Work Opportunities: Introduce a policy allowing classified employees to work remotely from home for one day each week. This initiative could greatly enhance work-life balance, reduce commuting stress, and increase overall job satisfaction. A rotational schedule among employees, decided within each department, ensures fairness and coverage.
I believe that Sean is the believable, honest, face of good faith leadership, and that there is a strong sense of trusting our principles and strengthening our goals as we move forward. I believe that we have to keep doing things as a college because they are right and because they are cool if we want to be an appealing destination for those seeking education. I don't have a lot of experience with the way big institutions are run, but it does seem to me that the most friction I have seen comes from the way the different branches of the organization are run. What I mean by that is that classified have a union and contract and a way of doing things, and faculty have their own union and contract and way of doing things, and managers have their own contract and way of doing things, and it feels like this can create competing goals where there is a feeling that improvements for one group might come at the expense of another. It seems like it makes it harder for all to feel like everyone is in it together if each group has to protect their own gains at the expense of other groups -- some with less protections than others. Another example I've seen is with our adjunct professors. Our adjuncts are amazing and work hard. But philosophically, they are a lot like temp workers with fewer protections than full time faculty. Maybe it makes some kind of financial sense to have this system. But does it really vibe with our values? Shouldn't everyone who works for our college and district be a full-fledged member of the family, so to speak? I know there will always be work that only requires temporary employment, but if we really need a member of faculty to teach an ongoing class, why not just permanently hire one? How can we grow and prosper if we favor financials over our values?
Be open and honest about everything and allow your employees to do the same. Fix the hiring process.

Working together with determination, I believe could enhance the overall organizational culture at the Kern Community College District.

Flexibility with schedules. It's 2024, we're set up for remote work, give us the trust and let us have more work life balance. We do not need 10 hours in a day to complete our work if we know what we're doing. We're overworked and underpaid. Life is so expensive and we spend it at a desk. It's draining, depressing and we're all just working to live and living to work. We can barely afford to put food on the table but we love what we do. You have good employees but it's a matter of time before we start looking at all these remote jobs that give us the pay and flexibility, benefits and training we need. Please start recognizing the amazing classified you have.

Cerro Coso Community College: Confidential/Management

As mentioned before wage increases for classified that are getting paid at an extremely low level (i.e. Department Assistants, custodians, etc.). District wide events (sponsored by the district) to get the colleges together and collaboration occuring. Overcoming the "Us" vs. "Them" complex between colleges and the district in general. Not sure how to do that.

More formalized and centralized training for each position with some common training and then specialized by the specific administrator. Building a culture of accountability for the goals and mission of the college (our outcomes for students).

Absolutely love the fact the new chancellor is coming to CC within forty five days of taking his position. This sends the right message, please keep him coming. I want to see the IT, Business Office, HR, Facilities, and all the other Vice Chancellors at the CC main campus at a minimum once per year. Come to training with your cohort of staff that fall into your area. Do a Q&A, and make sure they hear the truth of things to come and not rumors. Grant opportunities: DO has an amazing person doing grants, but there is a lot of Grants BC applies for that should be given district wide. USDA and US Forestry had grants that BC was working on, and at the last minute before submittal CC was asked "hey you got anything to add, if not we are taking the grant to ourselves". There needs to be collaboration on these grants from day one if they are something that effects all colleges. Presidents, Vice Presidents, Deans, and even some mangers working remotely 50% of the time or more. When the **(job title redacted)** comes into work at 8am -9am'ish, leaves at 5:30pm, and is always working from home, always at a conference or the DO for a meeting, it sends a message that they are not there for you as an employee. I am all for remote work when folks are capable of doing so when they are catching a cold, had a medical procedure, or other extenuating circumstance. Managers under a contract should have remote work listed in their contract as to how much remote work they can do. **(job title redacted)** is only on campus two days a week, then works from home **(location redacted)**; so when people are looking for her, she is not there. A three minute conversation now turns into twenty emails, and day's or weeks of back and forth.

I am extremely pleased with the organization, again, we must realize that there will always be a bit of friction with any group.

More communication regarding what each campus is doing. Consistency between departments. Inform all employees about staffing changes that may affect who we work with.

Support growth in enrollment with corresponding growth in employees. Additionally, there are increasing demands coming from the state that are also increasing everyone's workloads. Recognize that by supporting growth in offices that are feeling the brunt of those growing demands in time, labor, required work, etc. Focus on local matters. There are too many people who are looking outward and upward and not focusing on the actual mission and purpose of our existence: to serve students in our communities. We should invest primarily in the people who are working every day to serve our students, or directly supporting those who do. I understand the need to have advocacy, but it feels

like we have more people looking to make a good impression of themselves than helping students.
The District Office must truly view itself as a service the colleges. Actions, initiatives, and organizational structure should align with the needs of the colleges first and foremost. I appreciate the desire for the district to stay on the forefront of innovation, but not at the risk of losing operational effectiveness and necessary supports that impact how we serve students and our employees. For some time (years, decades), CC and PC have felt that the district is BC centric. Recognizing that the majority of the district revenue is generated by BC, there should be sense of recognition of the need for CC and PC withing our district, and work being accomplished at these colleges. There should be an understanding that works for BC may not be in the best interest of the other two colleges, allowing for flexibility with regard to operational practices. Our new chancellor has already set a positive tone whereby employees are encouraged. The chancellor's vision and commitment to an improved culture will need to permeate the rest of the District Office.
8. Work towards a better balance between compliance and removing barriers/facilitation. Particularly in Business Services, there are more layers and barriers than are necessary to remain compliant and limit liability than are necessary, which limits the agility and flexibility for the colleges to better meet the needs of students, respond to partner and industry opportunities and maximize our own effectiveness. And additional layers and limitations are often implemented with no communication. We find out about them when we are told we have done something wrong. This is very frustrating and demoralizing for the campuses. I do expect that this will improve with Mike and Lisa working together to support the campuses. 9. I know this is always said, but- improved and increased communication. 10. Where feasible, consider walking back or phasing out those positions that have been added or elevated with no process associated. Or, at least audit what effectiveness or efficiency any of those positions are bringing to the work of the district/the colleges. I am sure that this has been mentioned, but we receive virtually no benefit from a centralized early college function. While there are definitely benefits from some centralized services, this is not one of them. The colleges were already accomplishing large-scale and continual growth in dual and concurrent enrollment without this. Cerro Coso has continued to do so without receiving support from this unit. The resources are much better allocated at the campuses. This is just one example of several. 1. District units start looking for opportunities for providing support that is needed across the district. For example, there are required trainings, notices and reports required of all three colleges, some of them annually. Wherever possible, this should be provided or led by the appropriate unit at the district. It should not be left to the colleges to figure these things out on their own, often coming up with three different approaches. This is inefficient and ineffective. This is the type of work that would demonstrate the valued added of the district office to the colleges. 2. Previously, we certain days of the week that district meetings could be scheduled on. This allowed the college to be able to plan our own meetings around those designated days. It is very common at this point for the colleges to have to cancel or reschedule a meeting because something is moved or added at the last minute from a district unit. Very little respect or consideration is given to campus schedules, meetings and work that is disrupted by the lack of preparation, planning and communication from the district. 3. I am very excited by the already mentioned intent to establish a marketing function at the DO. I have advocated for this for years. It is very unusual for a multi-college district to have no centralized marketing function. This allows for economy of scales in many ways across the district and is a very tangible way to support the colleges and demonstrate the value added by the district. 4. Wherever possible, try to support equity among the colleges. As one of the smaller colleges, it is demoralizing to work in an environment where there is a clear prioritizing and supporting of one college over the

others. While small, Cerro Coso is a very complex work environment to operate effectively due to its distributed nature. It is frustrating and demoralizing for this to be ignored or dismissed in favor of size.

Cerro Coso Community College: Full-time Faculty

Communication, collaboration, and necessary support.

District-wide celebratory events

1. Show gratitude toward your team members by truly becoming an advocate for their growth. Start by encouraging employees and their day-to-day efforts. 2. Seek employee input. 3. Showcase their accomplishments and great work through your company's intranet or Wall of Fame so others will see their value. 4. There are numerous ways to show appreciation for both large and small results—a sincere thank you letter, a small gift or recommendation letter. 5. Feeling valued at work is about more than just the work employees do. "Those three things—autonomy, complexity, and a connection between effort and reward—are three qualities that work has to have if it is to be satisfying." — MALCOLM GLADWELL, RESEARCHER AND AUTHOR

See #2; be able to dismiss tenured faculty members. I would still like to see some protection, but this practice of not being able to dismiss tenured faculty members is not always fair, especially when the entire department is negatively affected.

How about stop promoting your friends and manipulating hiring committees?

I miss people on campus: faculty, students, and community. It's hard to pinpoint what has changed since the pandemic, but work is not the same. I used to love being on campus and seeing the different unique faculty and students, but lately we have fewer faculty and fewer students building community on campus. our participatory governance committees are left with numerous vacancies while new committees are being formed with little participation and yet, more vacancies. I miss academic senate being held in person, where side conversations and collaboration could grow into innovation - this simply doesn't happen anymore. Are we supposed to email people we hardly know to collaborate?

Accountability for all. Know of DO and individual college employees that do not contribute, but distract and hurt the DO and colleges as a whole. Trim the fat, make accountable, simplify processes and grow appropriately.

Employee morale needs to be enhanced. Due to the fact that we do not completely know what is going on in the district, it makes it very difficult to trust district policies and employees.

District needs to listen to colleges, respond when necessary, and be truthful. Trust is at an all time low.

HR is not a safe place for employees, as they're too closely aligned with management, so employees who suffer from abuse from bad managers have no place to go. Make HR a place where every employee can go for help, even if they are not management. There's a lack of transparency about a lot of things, and data manipulation by some admin at Cerro Coso. Allow flexibility in remote work for employees. At Cerro Coso, not one of the sites warrants butts in seats as much as management thinks it does, and allowing for some flexibility would go a long way to impact work-life balance and morale. With over 60% of our enrollment fully online, it sure seems like that should translate to the employees who are supporting this. Faculty who teach online have this flexibility, but not all faculty do, nor do classified or mid-management.

The BOT should visit each college annually and stick to their proposed schedule of visits. While BOT meetings cannot be scheduled on Zoom due to Brown Act regulations, there is nothing in Brown Act that prohibits public participation via Zoom during public commentary periods of BOT meetings. The BOT should open meetings to the public for commentary on Zoom. Because of the vast region that our BOT serves and their location in Bakersfield, the only constituents who attend meetings and participate in public comment with any regularity are those located in and around Bakersfield, which means a

huge population of the public is excluded from communicating with their elected officials. The college communities outside of Bakersfield are also functionally excluded from attendance and participation at BOT meetings. Events designed to boost district-wide collaboration and community should rotate locations outside of Bakersfield with regularity. The onus of travel should not be solely placed on those at Porterville and Cerro Coso. Not only would this improve the appearance of favoritism of Bakersfield College, but it would also foster greater participation of the smaller colleges in the district. This would improve the success of events/initiatives like the Phronesis Award, TALE Fest, and other possible future events and initiatives designed to engage the entire KCCD. The Chancellor should continue to visit the various college sites regularly and engage with constituent groups in both formal and informal settings.
For colleges in the district with high student demand for online courses and online services, allowing employees flexibility in their schedules to work a portion of their job virtually.
Incorporating the concepts of interest based negotiating into problem solving at the colleges and district to reach effective solutions. Increasing knowledge of the bargaining agreements and following them, especially on the part of management.
If possible / appropriate, I believe that having some district presence at Faculty Flex Days could be an excellent and somewhat "low key" way to introduce faculty (especially new faculty) to some of the faces and names at the district. Note that this primarily addresses interaction between the faculty and the district; admin and classified staff might consider similar invitations / requests to establish rapport between their members and district counterparts and colleagues.
Collaborative opportunities; opportunities to socialize/build community; Encourage differences and diversity; Events that promote and celebrate disabilities and differences too.
Some of the changes that would positively impact employee morale, engagement and performance are as follow: • Transparency (questions need to be welcomed and responses need to be shared with all) • Encouraged open dialogue without the fear of retaliation • Handbooks for programs and procedures • Accountability of/on admin • More staffing (not admin positions) in the appropriate department/places (people with experience and a history in the field) • Collaboration between colleges and its departments • Fair and equitable treatment/services/resources
Stop nickel and diming faculty and staff by resisting to pay mileage and portal to portal travel costs.
Cerro Coso Community College: Student Worker
Make sure information is easily to be shared like for First Gen. students.
Taking complaints seriously and really helping the student or staff member without harassing them for speaking up.
N/A, this is a good thing as it means there are no outstanding problems I'd like resolved
I really like the organizational culture that I have experienced. Everyone is supportive has amazing communication and make you feel a part of even though I am hundreds of miles away.
Again, more handicap accessible tables, sitting areas, and doors.
Cerro Coso Community College: No Employee Type Provided
We are all in charge of our own behavior and happiness. We also choose how to treat and interact with those around us. Since our whole mission is to help and educate students I believe we should be student focused in absolutely everything we do. There will always be somebody that's not happy, not impressed, not comfortable with how things are going or how something is done. It's important to remember it is super easy to be a critic or solve a problem with the benefit hindsight. What did you do to help? What is your solution?

District Office: Classified

Always working with management to teach leadership skills. In my department we have great leadership but when I do collaborate with other departments, I have seen top-down management that is not leadership.

For top administration to not be afraid to discipline those that need to receive disciplinary action.

These short surveys should go out more regularly and changes implemented. It feels as though surveys are done, but nothing is done to improve/address the issues mentioned (employee interactions, college-district interactions, low morale, incompetent directors and/or employees, training needs, updated job descriptions and pay that aligns, differentiation of district and college positions, etc.). Some departments needs to have more opportunities for advancement. Some departments do not have senior-level positions, assistant director or director positions. They have entry level positions and then an Associate Vice Chancellor position. There is little room for growth. There is a large gap between those in the entry level position and those in the top position.

Improved documentation and a better project management system. Teams is OK but not the best at these things. Adding additional opportunities to "move up" with increase pay and responsibilities (currently that does not exist in my department). HR is inconsistent in the starting level for different employees (some with less experience start higher than those with more experience) and this affects morale.

KCCD has seen so much turnover/staffing changes over the last 5-10 yrs that it is obvious we are missing marks when it comes to employee retention. KCCD should be THE BEST place to work in all of Kern County. We are the driver for so much opportunity and economy that this should be a no-brainer. But to accomplish this goal, we need to seriously invest in our employees. Employee pay needs to increase to not only meet current market rates, but to GO BEYOND current market rates. If one of our goals is to make this the best place to work, then we need to treat it like that and pay employees well. Yes, there are economic drivers that leave some of this out of our hands, especially with fears about downturns in the future. HOWEVER, that does not mean that we should place employee pay as second rate to economic fears. Wouldn't it be amazing for people to say, "KCCD is the best place to work and they pay their employees well."? KCCD needs to shore-up staffing levels. We've currently built a culture of "We can't hire a new person, or we can't ask for more pay because the Board is so conservative with funds." Many areas of our colleges are operating with staffing levels that are inadequate. We talk about meeting students where they are, and we should meet employees where they are. Pay must be attractive and very competitive. It's one thing to be fiscally conservative in our use of funds. But we shouldn't have to beg for basic staffing and pay needs. We need a districtwide employee training program. Aside from procedural onboarding during hiring, we have no official employee onboarding training. An employee should not have to start a job only to realize that they need to "recreate the wheel" in their role. Employees should be guided through an onboarding and job role training. KCCD needs an employee training department to facilitate this districtwide. A robust training program is an amazing opportunity for KCCD to really help employees deliver on outcomes for students. We need a radical shift in how we approach students. One of the toughest realities to face at KCCD is that our processes are so convoluted and arduous that we negatively impact students in key areas. I'd love for an administrator to go through A&R as a "secret shopper" and try to complete the process for a grade change, override clearance, or residency clearance. The amount of steps we ask students to complete is insane. It's so complex that staff are often not able to give each student targeted care and compassion when they interact with them. We manage several complaints that areas like A&R, Financial Aid, Counseling, etc. are rude and short with students. This likely has to do with employee workloads and overall morale, BUT that still means students drop off. The younger generations of students NEEDS targeted guidance. If our employees are

inundated with workloads, how can they ever give each student the services they deserve? We need to start from the ground up and retrain our employees on how to work with students. If they are our core guiding light, then we need to be super intentional about making sure each employee knows what it means to reach for that highest ideal. Thank you!

I think it would go a long way if we just addressed the two concerns above in questions 1 and 2. Thanks for listening to our staff's concerns about this.

To significantly enhance the organizational culture at Kern Community College District (KCCD), a collaborative approach to redefine our mission statement is essential. This new mission should encapsulate our collective aspirations, emphasizing not only student success but also fostering an environment of collaboration and innovation. It's crucial that this mission resonates with what we genuinely strive to achieve as an organization, making KCCD a sought-after place for employment due to its vibrant, supportive, and innovative culture. The process of crafting this mission statement should be inclusive, drawing insights and contributions from across the organization rather than being dictated solely by those in the highest echelons of leadership, such as Chancellors, Vice Chancellors, and Presidents. Engaging employees and managers in this process ensures that the mission statement truly reflects the values and goals of those who are integral to our daily operations and success. Following the establishment of a renewed district-wide mission, it would be beneficial for each department to develop its own mission statement. These departmental missions should align with the overarching objectives of KCCD while also addressing the unique goals, challenges, and opportunities of each department. This approach fosters a sense of ownership and commitment to the collective vision among all staff members. Regarding the relationship with the Union, it's imperative to strive for a "win-win" approach in negotiations and interactions. Although I personally choose not to participate in Union activities, recognizing the importance of a constructive and cooperative relationship between the Union and the organization is critical for fostering trust and collaboration. Moving away from a "lose-win" mentality to a "win-win" perspective can significantly contribute to a healthier organizational culture, enhancing employee morale, engagement, and performance. By implementing these changes, we can create a more cohesive, motivated, and engaged workforce committed to achieving excellence for both our students and our community.

i think if managers were to be given evaluations on their work, culture of office, i think it would be beneficial. It seems like some managers haven't had one in years. Maybe managers could attend conferences that help impact employee morale in a positive way.

1) A major issue for the work being done at KCCD is that talented & ambitious people leave the Central Valley for bigger/better things in other areas; this is a problem that is not unique to our county, it's a nationwide pattern where rural and suburban areas struggle to keep their best people and have trouble hiring for many skills locally. Addressing what is essentially a history of chronic brain drain from our region would include creating more upward mobility for employees at different levels. The evolution of how departments and programs are run has been largely ad hoc as the needs of the KCCD system have expanded and grown over the years, this leaves gaps where there is no career path within many departments/programs. There needs to be more rungs on the ladder. We hire a lot of Program Managers and Program Directors who don't stay with us very long, and every time they leave there are gaps created - lost efficiency, lost communication, lost work. 2) Classified employees don't get performance-based raises or other individualized incentives to stay at KCCD. The only thing that is rewarded is longevity, making your way across the steps in pay and eventually getting a little boost to your number of vacation days annually & retirement contributions. In the absence of the ability to receive individual, talent-based financial incentives or promotions, there needs to be another driver for increasing retention; so that programs don't constantly lose their heads to other school systems, state agencies and private businesses. More

employee mentorship would be beneficial. Personally I've been here several years and have never received regular feedback on my performance, areas to improve or any kind of formal goal-setting from my supervisors to let me know that I'm doing a good job or how they'd like to see me grow as an employee. Goal-setting is all around what a program or project needs. Just get it done and move onto the next one. Without financial incentives, upward career mobility or performance feedback & mentorship, employees are not being motivated to stay within the KCCD system. In short, I don't want to have to join some extra cohort or leadership group for this kind of feedback and mentorship; I want it in-built to the day-to-day operations of my job. 3) Department leaders are forced to hire from a pool of existing positions that don't necessarily fit with the work being done, because the process for creating new positions is overly complex and can't respond to the rapidly changing landscape of actual needs.

Last year, we held an annual convening with all colleges, but it seems to have been discontinued this year without explanation. I'm curious why this decision was made. Currently, I only see management convenings happening, which are valuable, but what about involving all campuses? Perhaps we could consider organizing a comprehensive closure to facilitate collaboration across departments. This leads me to the idea of department closures, which could be beneficial for training and fostering teamwork among employees. FOR ALL CAMPUSES: Allocating 2-3 days each semester for complete office closures would allow us to catch up on tasks, engage in skill-building activities, provide training and department updates, or simply offer a much-needed break to connect with one another. Mental health is a significant concern, and while our campuses prioritize students' well-being, we must also address the mental health needs of our employees. We recognize the importance of in-person presence, but we also see the immense value in offering a work-from-home option for our employees. Providing a set schedule for remote work would not only benefit our team members but also enhance the experience for our students. Allowing employees to work from home on a regular basis would enable them to focus and complete tasks with minimal interruptions. This increased productivity translates directly into better service for our students, as their needs can be addressed more efficiently across all departments. Considering the benefits, I propose implementing a once-a-week work-from-home option, twice a week during the summer operations, for all employees. This arrangement would ensure that there is always coverage in the office while providing a dedicated day for focused remote work. This "do not disturb" day would enable employees to catch up on tasks without the usual office distractions, ultimately leading to greater productivity and job satisfaction. By embracing this flexible working model, we can create a more conducive work environment for our employees while also enhancing our ability to serve our students effectively.

I'm struggling with answering this question a bit. From my perspective, I'm quite happy with the culture we've fostered here at KCCD. I think I might have lucked out a bit as I have a very good team. The one thing I can think of, and this is more of a personal preference, but I wish we had a bit more of a work-life balance. While we already have great benefits, I do wish we had a bit more in regards to membership discounts to fitness clubs/classes.

No comment.

I'm not sure if any changes need to be made. I believe there are already plenty of tools and opportunity in place to build a thriving culture of collaboration, and innovation. I believe that we all have a part to play in making this a successful and thriving organization; I know its easy for me to say because I have a very challenging and fulfilling job; not so mundane as others might be, so I can only speak for myself Just a note on communication, which we know is key in developing trust within any organization. I feel that KCCD has been honest and diligent in trying to improve communication and its always on the forefront of leadership's minds; good

communication is a beast of a thing to get right. I know from personal experience trying to communicate well always falls short; no matter how much i try. I always seem to omit something, unintentionally, or forget to include someone or some group, or forget to followup, or include too many and/or too much information. Like I said, its a beast and I don't have a clue on how to fix it. I think we just need to be more understanding and less offended if we perceive a lack of communication. It probably all comes down to building trust and developing great teams
Keep allowing for a flexible work environment.
I would go back to hiring, training, recruiting, retention, and promotion. Reward top performance/performers to keep them from going elsewhere.
Good question. Performance is up to the individual department managers. They must engage with their staff, communicate constantly, be mindful of projects at all levels, illicit feedback, etc. If the employee feels they have a stake in the work they do, good performance will follow.
Employees want to feel valued, heard and appreciated. They want to feel like the work they are doing makes a difference and that the time they are investing in the work they do is worth it. Make an effort to improve some of the things mentioned in question 1.
More wellness programs can improve employee morale and performance. It also decreases time off required for employees because they are healthier.
The reason I have a job is for the students. I want to see students succeed and be successful in their journey. I enjoy the smile on a student's face when they are able to reach the goal they've made. This should be our number one focus. We have run out of space in our department for staff/faculty offices and classrooms. Our department is growing.
Proposed Changes/Initiatives: • Development of a comprehensive wellness program that includes mental health support, fitness classes, and stress management workshops to enhance employee well-being. • Establishment of a 'shadowing' program where employees can spend time in other departments, promoting interdepartmental understanding and respect. • A yearly innovation challenge where teams from different colleges can propose and develop solutions to a common district-wide issue, fostering a culture of creativity and teamwork. • Expand marketing through influencers: Engage with multiple influencers on platforms like TikTok to communicate our values and opportunities to potential students effectively.
Foster growth and continued education among faculty and staff. Reduced or free tuition for courses offered on KCCD campuses.
I believe allowing for hybrid/remote work schedule for individuals that are working out at a different site/location at the end of the day would be beneficial especially for those to simply start and work their day there. Having to drive between two locations to work limits the opportunities to work with students directly on top of the factor that students can't have in person interactions with staff/faculty when we are required to work our day at the district (2nd floor). Numerous studies have came out about the benefits of allowing for a hybrid/remote models. I think having some opportunities even if limited like on Fridays would at least be a welcomed change. Changing the requirements for leadership academy that removes any consideration of role/years within the district as a limiting factor. If there are employees interested in self development and becoming a better leader in the workplace, the district should help nurture and promote this instead of having a minimum years of experience in order to be apart of such a great opportunity.
To enhance the overall organizational culture at the Kern Community College District (KCCD) and positively impact employee morale, engagement, and performance, several changes and initiatives could be implemented. First, fostering a collaborative environment by breaking down silos between departments and campuses would encourage teamwork and idea sharing. Transparent communication practices should be

established to ensure information flows freely across all levels of the organization, along with regular feedback channels to facilitate open dialogue. Investing in professional development opportunities and career advancement resources would promote continuous learning and growth among employees. Recognition programs should be implemented to acknowledge individual and team achievements, fostering a sense of value and appreciation. Prioritizing employee well-being through wellness programs, mental health resources, and flexible scheduling options would support work-life balance. Leadership development initiatives should be provided to supervisors and managers to promote inclusive and supportive leadership practices. Embracing diversity and inclusion, along with ensuring clear policies and procedures, will contribute to a positive work environment. Establishing formal feedback mechanisms and engaging with the local community will further enhance employee satisfaction and organizational success. By implementing these strategies, KCCD can cultivate a culture that prioritizes employee well-being, fosters collaboration, and ultimately improves performance.

Responses to this concern are consolidated within each response provided in questions #1 and #2

higher pay. continue supporting professional development opportunities (this has been super important in my own retainment).

As an Education Institution, there should be more attainable opportunities/ benefit for employees for continuing professional learning benefits besides the almost unattainable Professional Development Plan which is close to a full-time basis program; There should be more options, where one can continue to work and able to learn/study at the same time. I.e. Send us for trainings to learn skills related to our role, financial assistance to get a Diploma/Degree, etc. The standard requirement of a minimum of 3 years' employment for the Leadership Academy does not seem practical, as it could be accelerated if an employee is ready, and their role should also be considered. It is also beneficial for the District to build a strong succession plan with this in place as an encouragement for the employees to feel seen and have hope that the District is interested in what they have to offer hand in hand with the retention of great talents within the District.

District Office: Confidential/Management

The first thing we should do is look for efficiencies in our administrative infrastructure. The numbers of approvals on simple purchases and the length of time it takes to hire people or get an IT upgrade of facilities improvement creates the impression that the DO and administration is an obstacle rather than a facilitator of our student facing mission. Secondly, we should create a welcoming environment where employees and students can make suggestions for things that can be improved and prioritize making sensible improvements rather than relying on the same inefficient ways. Then we should celebrate the suggestions and implemented improvements as an example that KCCD is committed to constant improvement.

I believe the option of working from home. Some departments don't run the school and just come into the district office to do desk work when that could be done from home instead of wasting gas.

Inter district/college training, briefings, discussions, inspirational future visioning.

-Management/administration needs training on people skills. -We need office policies that encourage healthy and sustainable productivity. The focus should be on productivity and not necessarily on maintaining the status quo of the traditional workweek. - Employees and supervisors need training on district processes (time sheets, how benefits can be accessed, etc.). This could be accomplished through better online resources allowing for self-help in answering these questions (FAQS, virtual assistants or AI, etc.) - We need an IT team or outside vendor assigned to process automation development that can work with the various departments to streamline workflows, forms, and processes to reduce or eliminate routine tasks.

I think that having events where we all can get together each year and talk about our wins as well as some minor struggles (without calling out others). I know we have administration retreats, but how about a huge annual retreat at one of our sites for as many people as possible. These events could provide sit down opportunities to engage and brainstorm our annual plans.

The hybrid work environment needs to continue in order to retain talent along with promoting well being. As long as teams are able to effectively work in the hybrid environment it should continue. With the hybrid approach we can continue to service the departments and others just as effectively as we have over the last 4 years.

It all begins with the new chancellor. The chancellor has an opportunity to establish new norms. Allow the campus presidents to make decisions without being second guessed by the chancellor of the BOT. Honor the chain of command. Kern CCD is an established institution in our region. It's not broken. It can only get better if the temperature is established at the top where everyone feels appreciated and valued.

Be more transparent and open. Provide updates. Talk with your staff. Hire more staff to assist in areas which are impacted, and the workload is out of control.

Make decisions that are in the best interest of the students, not decisions that are in favor of one's personal interests and/or legacy.

I hear many staff members mention the ability to use the workout facilities during the day would help with morale and also the quality of life. Allowing staff access with a key card would be great and staff could work out designated times each day workout. We have facilities that are not utilized and staff should be able to take advantage of the facilities.

Across key areas such as HR, Business Services, Academic Services and IT, assess key governance (i.e. project prioritization) and decision-making processes (models) to improve how resources are allocated and managed and to ensure where possible we are not duplicating work efforts (i.e. standards).

Develop mechanisms for campus updates from the District and vice versa, especially on future initiatives that will require district wide collaboration. Support and celebrate the wins at the campuses, focusing on student success and highlighting our students--putting students and the forefront is always a great reminder of why we do the work.

Something to build relationships between Kern CCD, Bakersfield College, Cerro Coso Community College, and Porterville College, and impress to all that we are a team, and everything that we do is in support of the citizens and students of our service area.

District Office: No Employee Type Provided

There is a long list and most of it is totally doable. I will come to the Chancellor direct with my ideas and also ones shared with me by current employees district wide.

There needs to be a real shift at the top. I'm sure you'll read a list of things that can be done to boost morale and performance but ultimately we need an overall shift in how leadership carries themselves across the district.

If your committed then I think everyone should be on the same page on "Framework Foresight" and have everyone from classified/faculty and management take a training on the Houston foresight framework so we all use the same terminology. We all need to know what a "driver", HAT, Horizon scanning. implications, scan hit, STEEP, TIPPs, And the 4 Achetypes are. We the contributors and people doing the work need to get solid understanding of this before we can effectively move forward. Some of us are overzealous and take time to research but others like to go with the flow and be told what to do. Please sell your vision down to the low level people like me and gain that trust.

Porterville College: Adjunct Faculty

Putting greater focus on employee retention. The high level of attrition creates major organizational hurdles, on top of being generally demoralizing.

If it ain't broken, don't fix it.

Develop a system for regularly recognizing individual and team achievements. This change could be as simple as email shout-outs for something well done.

Porterville College: Classified

I believe working an 80/20 schedule would help positively impact the employee morale. Working 80% of the time in office and 20% of the time outside of the office would allow for a better work life balance. Offering additional training to all departments throughout the course of the year by sharing virtual opportunities, workshops and conferences that could benefit both the employee and the department. Since there is no clear training plan for learning new roles or positions this would allow for gaps to be closed.

Although working remotely has its challenges, it also has its perks. I believe that an 80/20 with a rotating Friday (campuses work 8-12 on Fridays). Some departments may see a spike in students, whereas others are like a ghost town on Friday. Half of the department would be in the office if working a rotating schedule, and the others would be remote. This system could boost employees' morale. I have encountered employees who feel micromanaged and not trusted by their supervisors. Training for Screening Committees can be improved. No one person wants to sit through a two-hour training session. Interactive modules for screening committee members can created. The employee can be contacted to update their training through a notification email (much like the TB Test renewal). They can be provided a link that will take them to an interactive module (multiple versions to ensure the training cannot be duplicated by others). As there are currently breakout rooms for the training with HR, they can be tested based on the information provided in the previous section(s). If they pass, they are cleared for an additional amount of time and receive a downloaded certificate to provide to HR. Once this is received, HR will upload it to their system as TB tests are.

more consistent communication

growth and create more jobs for outside employees and transfer positions for current employees if they want to work different department or work next level for example such as custodian I... transfer next level to custodian II

Porterville College needs a major overhaul in buildings and more M&O staff to maintain buildings

It's hard to say, but one thing that improves unity between people is play. The best way to get to know someone is to play something with them. Another thing that improves performance is competition. Take that advice as you will. More play and more competition can make KCCD a much more fun and interesting place to work. And of course food also brings people together.

Cross training would help. This could be a quick minute whenever things change. Just recently, I helped with registration for high school students. I was not aware that the process has changed. The charge was not huge but it would be nice to know these changes in order to help a student. Instead, of sending a student to another department.

I feel that acknowledging those who are committed to the good of the district and campus is crucial. Rewarding those who strive towards excellence and holding those accountable who do bare minimum effort is needed. In one department three employees take turns coming on campus the other two who are working "remote" are never accessible by email or Teams. This has created many issues in getting things done and work falling behind. The manager is aware and is ok with the working arrangements the department has implemented. This has reduced engagement and fairness among peers and colleagues. Policies should be enforced and encouraged for everyone.

1. Allow ALL staff and faculty to attend award/recognition events. Treat the event as if it's actually important to the college. Provide us with decent food (not the horrible cafeteria food) and the time to share those moments with our colleagues, show us that you really appreciate us and the effort/time we've put in. 2. The Process for upper management and administration evaluations need to change. It is not effective or accurate. There needs to be a completely unbiased and fully anonymous process, so the

staff can feel safe in providing accurate information without fear of retaliation. 3. The regularity of evaluations for upper management/administration needs to be more often than only once a year. 4. Anonymous surveys or discussions should be conducted regularly and consistently throughout the year regarding employee satisfaction. 5. ALL STAFF meetings or anonymous surveys should be conducted to discuss suggestions and feedback for upcoming events or newly implemented processes. There should be transparency in decision-making processes, all stakeholders should be involved in decisions that affect them and provide explanations why certain decisions are being made. 6. Provide training in fostering healthy work environments for all staff from the top to the bottom. 7. Provide better communication channels and healthy communication between departments to assist students better, without fear of retaliation. 8. Provide staff/faculty with regular updates and reports on key initiatives, projects and goals. This can be done through newsletters, presentations or reports shared internally. 9. Show your employees some appreciation with a Christmas Party or an End of the Year Dinner. Some kind of Annual event where the campuses show their appreciation for all the hard work staff and faculty do. Companies with happy employees have an annual picnic or annual event where employees and their families are invited. They are shown appreciation. Allow us to close the campus down on a Friday (only 4 hours) and feed us good food, provide entertainment or waterslides for the kids. Something, anything! Flex days is not an appreciation event it's a working breakfast/lunch. 10. Provide employees with proper compensation. Our district is one of the lowest paid in California. Why do our unions have to fight for a fair compensation, it makes employees feel as though the district does not care at all about their employees. It makes me feel as though the district wants to give us as little as possible as they can, therefore resulting in unappreciated employees. I'm not asking for a ridiculous increase in pay or more than the average California Community college, just fair wages. 11. Adjust "Holidays" that are paid. Why does the district office only agree to giving us holidays on Fridays? We know it's a four-hour workday and that's less out of your pocket. But why not allow us to have paid Holidays on Monday where the standard calendar places it. And why is our "Spring" paid holiday on a Friday as well? Can't you just give us a full Monday? It feels like the district office is nickeling and diming us for every minute of every day. Where is the appreciation and consideration?
Transparency amongst all departments.
1. Wellness option available for gym usage 2. Professional Development opportunities
Hire staff to complete the tasks you're needing completed instead of passing them off to professional experts who have little training in other areas. Example: If you're implementing a new program, more staff would be required instead of breaking up the tasks amongst already stretched-thin employees. There should be a lead for each new major project/program with thorough training to ease the overwhelm of current employees work duties.
Allow classified employees to take the reins on developing and maintaining networks for training, collaboration, and support. This can be accomplished partly through Caring Campus initiatives and through adopting 2023-2024 KCCD Leadership Academy teams' plans for onboarding mentorship programs. In addition, train management on effective communication of expectations and respectful discourse with the employees they supervise. This will help improve efficiency of campus operations as well as employee morale.
What could enhance the overall organization culture is the implementation of peer mentorship programs.
Improving communication would be beneficial, from all aspects. From administration to staff, to district with colleges, from departments to other departments, etc. Events where all people can collaborate and bond would be a good way to get staff to engage and get to know one another.

Leaders and managers have received several raises over the past several years where classified staff has had minimal increases. This is one of the lowest salary classified schedules in our area. Classified are key to the day to day operations of the college. More and more job duties keep getting piled onto classified staff yet the job descriptions are not updated nor are pay scales. There was a job description analysis that was sent out yet it required your supervisor, VP, and president signature therefore only one person on campus completed the analysis. People are afraid to speak up because when they do there is retaliation. The college needs to be more involved within the community it serves. Having more events on campus to bring back both student and employee morale. Allow for more collaboration with campus events between departments. Employees need to feel like they are part of something. That what they do matters and has purpose. If we preach we are focused on student success that we should all be on the same page and focus on student success not leadership success and faculty pay increases and stipens.

Porterville College: Confidential/Management

New employee orientation. Formalized by HR. This goes a long way to overall effectiveness. Employee events supported by the president (having student life be in charge of the only employee/classified recognition event the entire year felt like a slap in the face). (Engagement) Have a president that comes to campus. (Engagement and Morale) Have President's office conduct employee events each semester. Show dedication to engaging and retaining college employees. Path for employee advancement. Hire from within=employees not best fit then develop mentoring program so that they are competitive. (Employee Morale.) PC would like to meet the new Chancellor. (Engagement and morale.) Kccd is very BC centric and PC would like to have a say in district business. (Morale) Help PC students if counselors were retrained in ed plans. Students need to take English and math in 1ST year. Counselors need to understand what classes students should take. Stop pushing multiple AA degrees this doesnt help students doesnt make us more scff $. (This would help performance.)

Nothing. I'm really enjoying my job here and find this position the best one I've ever had. I'm very satisfied and believe that overall PC is a wonderful place to work.

Fully staff HR. Fully staff and stabilize Business Services. Task "contracts" (business office) with the development and refinement of contracts rather than secretaries/directors/deans with no legal expertise. Expedite business processes with vendors - both our ability to do business with them and the timeliness of paying our invoices. Ensure all hiring follows board policy and honors the participatory governance process. Help senior leadership find their confidence in their decision-making and develop authentic communication around those decisions.

Retraining of all management on hiring practices to promote DEIA initiatives and strategic thinking when it comes to the creation of new programs and positions. Retraining when it comes to data analysis of programs. Reorganization of Porterville College to remove unnecessary management positions and figure out a new strategic vision for promoting the College's programs and develop a nuanced plan for increasing positions and support. Promotion of individuals who are regularly supporting student success and the strategic vision of the District and the College. Opportunities to have individuals' voices heard in meetings about various projects before the project is determined which direction it will go in. District Office higher-ups regularly visit and attend events in Tulare County and Porterville College's service area. A faculty mentorship program across all three colleges that senior faculty are stipended to participate in to work with brand new faculty and learn more about Kern Community College District's processes. Classified leadership training allows classified to be able to participate in programs that enable cross-training and promotional training opportunities.

1 - additional district financial support for Cerro Cosso and Porterville College would help grow each campus and maintain a high level of student servce at each campus. I've

heard that more money is directed to Bakersfield College when viewed in scal with the size. 2 - Expanding the Management Association Conference would be ideal. The current model is funded by voluntary dues that are paid by a fraction of the managers across th district. District funding would help expand the level of services they provide managers.

No "initiatives" necessary. We already have too many. Look at the organizational structure. We have multiple people at the district office who are split between KCCD and Sacramento, making people (rightly or wrongly) question their loyalites. We have an explosion of positions at the DO that people at the colleges don't understand. We have teaching that seems to be occurring at the DO when instruction should belong to our accredited colleges. We have multiple grants and initiatives going on where it is unclear who is in charge. Look at the Elements of decision Making and take some time to make processes and positons clear, the delineation of what belongs to the colleges and what belongs to the district. Centralize what makes sense to centralize (it is insane for the three colleges to use three different consultants for planning processes) and let the colleges make decisions about what should not. Stop hiring high level people outside established procedures and giving them long-term contracts. Have every district lead, chancellor, vice chancellors, every department head, visit each college at least once a semester and meet with the committees that align with their work (e.g., the CFO should meet with college budget committees.)

Continued efforts to share information and buy-in will improve overall organizational culture. An example could be as simple as shared event calendars.

4 day work week, more opportunities to work remotely for employees that commute long distances

Can we move the KCCD Management event in May to rotate across the three campuses? This argument that BC is central to all three is a false narrative. It is convenient for the district and BC staff. Create opportunities for cross collaborations amongst the three colleges.

I would like to leadership more involved in their departments and sharing their knowledge on how they would like to establish a healthy working culture. Here at Porterville college, they are so set in their ways that whenever change is brought up they take it as a threat.

Porterville College: Full-time Faculty

Collaboration between sister colleges.

I love my job and care passionately about the students and my campus. Really, the only thing I would like is for someone to say thank you every once in a while in a personal way. A mass "thank you for all you do" to everyone at flex days, really doesn't count. As noted before, the District acknowledging our work would also be nice.

We need a campus culture of accessibility and accountability. With advancements in AI, it is far too easy for students to cheat, which then denies them the benefit of a college education, even if they receive a degree. Administration is on board with accessibility because it is mandatory, but they also need to show they are on board with accountability and are opposed to cheating.

I'm not sure.

Don't care. I'm out of here.

I am new to KCCD and I have not identified any changes or initiatives needed. I feel the department I work in is positive and has great employee morale, engagement, and performance.

More faculty positions!! We have departments of 1-2 that are barely making it. We should have an opportunity to be involved in decisions that affect us. Aslo consider being more accepting of marginalized groups such as the LGBTQIA. Support and reward hardworking faculty and staff.

Every interaction I've had with the district office feels like performance lip service. I don't think they care about PC at all. For example: The facilities master plan was

presented to us in 2018. Little to no progress has been made on it in 6 years. Most of the proposals feel unrealistic, like promises that will never be fulfilled. The proposal doesn't reflect the reality of needs at Porterville College. When it was presented again in 2024 and PC employees voiced concerns, these concerns were not incorporated into a revised version. Thr best way to improve employee morale is to show legitimate concern for the racism, sexism, homophobia, and transphobia in the district and do something to fix it before the district faces lawsuits that damage its reputation and are a national embarrassment.
Would love to see the Chancellor visit the colleges and meet with constituents regularly. Would love to see more inclusion of PC and CC - for example, the last event at BC with (name redacted) focused mainly on BC initiatives, maybe one thing from CC, and nothing from PC. The other colleges are doing great things, too. More opportunities for the colleges (especially faculty) to work together and meet up. Maybe sponsor trips between the colleges so faculty can get to know each other and collaborate on projects. Have a bus take a bunch of us out to CC to meet and mingle and collaborate and see their campus. More staff development opportunities that span the three colleges. Fewer admin and ensure transparency on the ones we have. We have admin hired with no other input, with no faculty, and positions that start temporary and then suddenly become permanent with no open search.
Having a caring campuses where administration, faculty, staff and students all feel welcomed and appreciated. I would like for our district to focus on employment morale, engagement, and positive performance. We need to make change to how we do things that will positively impact everyone which will also impact our students. We have a wonderful President at Porterville College, she is supportive and has tried to bring us together but she cannot do it alone.
There are wonderful things going on in our district. Those who are dedicated to students and to organizational success continue to make a difference in spite of the destructive behaviors they endure and witness around them. I don't know what to suggest to stop the kinds of behaviors I identified. It feels hopeless.
If major issues are occurring, having open communication with ALL concerned. Bring all parties to the conversation to be an active collaborative group working towards a resolution for all would be amazing. Working resolutions can never happen when there is isolation and division.
To enhance the overall organizational culture at the Kern Community College District, a comprehensive strategy must prioritize communication, consistent policies, relationship-building, and effective leadership. Transparent communication channels, such as online forums or feedback mechanisms, ensure employees are well-informed about important decisions and initiatives. Consistent policies provide clear guidelines and expectations, fostering fairness and accountability. Moreover, investing in professional development opportunities and recognizing employee achievements fosters engagement and motivation. Building relationships among staff is equally crucial, as it promotes collaboration, trust, and a sense of belonging within the organization. Effective leadership is paramount, with leaders demonstrating integrity, empathy, and collaboration in their actions and decisions.
There is a legitimate DEIA framework, but some initiatives are unhelpful and even discriminatory. I am not suggesting that we defund all DEIA efforts as they have in other states, but these emphasis are often damaging to the very idea of higher education. While we are a community college, university (from Latin universitas) means "whole." We are being forced to embrace and perpetuate a thin slice of the whole, neglecting the true nature of inquiring in favor of views that are simply not intellectually or scientifically defensible.

More transparency, more communication, more effort at sharing knowledge and opportunity will help. There needs to be less of a sense that the district is BC and the District Office first, and PC and CC as afterthoughts, or just branch offices of BC and the DO. Cerro Coso's large size and distance and uniqueness needs to be better appreciated, and efforts to include it more. PC has a fear that BC would simply like to make it another center. This can be rectified through more collaborative work as equals and a districtwide culture that is not competitive, but mutually supportive.

This should also be under question 1, but it still says I exceeded the max allowed. The PC President has a problem working with others. In April of 2020, the Senate had written a resolution about her not recognizing Senates role as "rely primarily upon" when it comes to 10 1 list items after she had made several policy changes without consultation. The Senate voted to table the resolution due to several apologies, but frankly, things didn't really change. COVID lockdown just made it easier for her to make decisions without anyone's input and not be called on it. The President has a habit of talking at the Faculty and Staff, but not really wanting a conversation or truly wanting their input. When a new Senate President was voted in who was more rigorous about checking policy and contract language on things she was doing, her way of dealing with this was to not have meetings with the Senate President for weeks and months on end. She would just keep canceling their meeting. Honestly, it became a joke in Senate about how long since the last time they had met. The PC President seems to have a disdain for faculty and academics. She is all about the student, which is great, but not for some reason about the academics. Under her time, it feels like there has been a separation between faculty and the rest of campus. We find we are seldom aware of events occurring on campus until after they are over and are reported on in the Crow's Nest. In past administrations, the administrators were often seen walking around campus and coming to talk to the faculty, this is currently not the case. There has always been and continues to be issues with communication at both the campus and district level. At the campus level, faculty should be at least cc'd on email going to students, so we know what they are being told and find out about activities. More casual interaction between faculty and administration on a regular basis.

Please decrease the approval/reimbursement times for employee travel. Thirty business days is far too restrictive and prohibitive.

Let's not hold onto money like we're in COVID still. Even before COVID the district held onto money. Organize the business office so that he operates smoothly and does not accuse (implied) everyone of lining their pockets. We just want to get reimbursed for approved expenses. Increase the opportunity to respond to the community needs for innovation such as new programs. Open the library longer and on Saturdays along with the computer commons. This would give students a place to go to study and possibly meet for club activities.

New employee orientation and onboarding support need a lot of improvement. A robust orientation program for faculty would need to go on for at least a full semester and would include meaningful training on the whole range of systems a faculty member needs to understand to be effective. Examples would be the following: Contract orientation and evaluation processes, HR processes and payroll processes, STRS and health benefits, using Banner, Canvas, Navigate, Outlook calendars or other area-specific calendaring systems, CCA's role, Academic Senate's role, Curriculum processes, student complaint resolution processes, Behavior Intervention and Student Conduct reporting processes, Safety and security protocols, etc. As we currently have it, faculty get a few minutes with someone in HR and then whatever they happen to learn along the way. We can and should do better. I only know what's missing for the faculty, presumable classified staff have similar orientation and training needs when they join our campuses.

A staff-wide BBQ would be awesome. Bring a grill/smoker. Or just something to grill on someone else's fire. Hang out with each other. Maybe do it off campus if there are

liability issues? We rarely contact each other outside of tense, complaint-filled committee/department meetings. Could the admin host it? Make us feel valued? This place was pretty lively and fun pre-COVID.

Fewer administrators In 2019-2020 we had 66-Faculty 111 - Adjunct 71-Staff Admin - 19 FTES - 1,603 Today we have 70 - Faculty 102 - Adjunct 70 - Staff 27 - Admin (with more to be hired) FTES - 1,552 We should be spending that money on additional staff as most departments are understaffed. Some areas are so understaffed that people can't attend meetings without bringing a laptop to the meeting to continue doing their jobs. How is it that we have 42% increase in Admin from 2019 - 2020, with less staff, less adjuncts, and fewer FTES? We had a 6% increase in full time faculty over the same time period. administration does not create FTES, but faculty does, so why are we increasing admin? This is a problem with all higher education https://thesenateforum.wordpress.com/2023/05/09/administrative-bloat-in-higher-education-is-this-now-a-higher-education-industrial-complex/ We need a better training programs for the following: on-board training - there is no training when you are hired on how to use Banner, training in our P.O. process or any other types of software that is commonly used by campus employees. cross departmental awareness training - What are the different departments on campus, what do they do, who do they serve, and where are they located.. grant training - we need training on how to oversee grants, as we struggle with that, and hire administrators with little experience in it budget training - we have departments and administrators that overspend their budgets management training - anyone who oversees staff or students should have to take some management training courses, campus management of employees is dismal. Staff worries about retaliation (which should never happen), or being fired. There is no concern for morale, lack of team building within departments and campus wide How about staff being able to take courses for free or at drastically reduced rates. Any additional education staff receives directly benefits the campus and the District. Could we do something about the reimbursement policies from the Business Office? If I have a receipt, why do they also need my credit card statement? If you want us to trust you, you will have to trust us also.

Opening up the ability of faculty for weekend access to offices and laboratories that are more in line with Bakersfield College, Cerro Coso, and our local K-12 community would definitely increase faculty employee morale and curriculum development. It would also promote an improvement in our reputation. Performance: teaching. Verbally and financially supporting proctoring services. It is important for leadership to expect and promote the assurance that student work on assessments is there own. UC San Diego's website and Office of Integrity are great starting points https://catalog.ucsd.edu/academic-integrity.html. Faculty often chose not to teach online because their course requires assessment of memorization and the hours it takes to assure academic integrity (watching videos of students taking tests). For those courses, I highly recommend a district commitment to a proctoring service (like Honorlock) that has a live proctor option that can save hours of faculty time. (Students have told me that they love it when teachers develop assessments that they feel the students cannot cheat on - because they can and without fear of being discovered.) Not having a bookstore on campus has affected morale. There are a number of stories that can be told of how a more comprehensive bookstore enabled better learning. No books sold on a college campus. Who would have thought? Barnes & Noble would have more academic student helps (study guides and non-required but recommended books, etc. that students would spontaneously buy when they saw it) and books from a speaker that was featured at a special event on campus. Students had a much higher rate of having the required books and lab books at the end of the first week (90% compared to 30%) in my classes. B&N also carried a lot more "bling" that students could purchase for gifts

and memories of their time here. Also middle school and high school student groups that attended activities on campus would purchase college bling/souvenirs.

Engaging in a "college hour" - there is a period of time for the campus community to engage with what's happening on campus. Class scheduling could be done in consideration of that hour. This could provide opportunities for engagement between staff and students.

More and better information on Flex days. More time for instructors to work on their classes instead of having speakers who really do not matter.

This is an unpopular opinion, but I'm concerned about the uncritical acceptance and implementation of anti-racist practices across the state and in our district. As sociologist George Yancey demonstrates in his book Beyond Racial Division, anti-racism (as typically defined) is both theoretically and practically suspect. If sociologists disagree about a theoretical framework, why are we treating this framework as if it were obviously true? I'm not saying that we shouldn't teach our students about anti-racism, I'm asking that we also explore other options to fight racism like Yancey's collaborative conversation approach.

Porterville College: Student Worker

I don't believe there are any necessary changes to improve the overall organizational culture at the Kern Community District. Porterville College has done an outstanding job in providing assistance to students knowledgably, emotionally, and financially.

Porterville College: Temporary Employee

I believe implementing changes or initiatives that foster a more transparent and supportive organizational culture at the Kern Community College District would significantly enhance employee morale, engagement, and performance. Firstly, clear communication and guidance from management regarding job responsibilities, procedures, and resources would alleviate confusion and empower employees to perform their best. Additionally, establishing channels for regular feedback and open dialogue between employees and management would cultivate a sense of trust and mutual respect, leading to higher morale and increased engagement. Moreover, investing in professional development opportunities and training programs tailored to employees' needs and career goals would not only enhance skills but also demonstrate the organization's commitment to individual growth and success. Lastly, promoting a culture of recognition and appreciation for employees' contributions through rewards, incentives, and acknowledgment programs would boost morale and motivation. By prioritizing transparency, communication, professional development, and recognition, the Kern Community College District can create a positive and empowering work environment that maximizes employee morale, engagement, and performance.

Porterville College: No Employee Type Provided

We need to address the excess number of administrators on campus. Prioritize support for frontline faculty and staff by ensuring equitable access to resources and facilities, rather than reallocating space and resources to favor specific groups seen as more important by administrators. This would create a fair and inclusive work environment that values the contributions of all employees.